THE SOUTH INDIAN TEACHER

Vol. X | March 1937 | No. 3

EDUCATIONAL VITAMINS *

BY

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A well-intentioned high school Latin teacher taught me that education came from *educere,* "to lead out." Fifteen years later in graduate school I learned that education was, in fact, derived from *educare* which means "to nourish." Some persons still cling to the former idea, but I find real inspiration in the concept that education with its compr sive, potential contributions to wholesome growth and stable development, is, in the strict sense of the term, a nourishing process for all individuals who experience it.

Adequate and appropriate nourishment, when administered to an organism whether a society or an individual, tends to serve its total growth and maintenance needs. We rely upon education to preserve and nurture our democratic ideals. We turn to education for the increase of socially desirable knowledge; for the acquirement of valuable skills, for the cultivation of appreciation of beauty and truth; and for the impartation of emotionalized ideals that emerge in enduring spiritual satisfactions and in high-grade human living.

In the realm of physical nutrition, we have heard much, in recent years, about the necessity for adequate variety in the vitamin content of diet in order to insure balanced growth and development of the individual. Similarly, in the realm of educational nurture, there is need for a variety of experiences of "vitamins" in the cultural diet of the young and adults too if they are to realize a richer, better, and fuller life. We of the human family are not born ready made. We are born to be nurtured.

* Reprinted from **The Journal of National Education Association,** America, October, 1937.

America faces unprecedented social potentialities. A vitalized educational program as broad in its scope as human problems and extending from the nursery thru adult life is the chief medium for arriving at maturation. It is, of course, futile to expect desirable educational returns if we fail to work in harmony with the dominant needs, interests, and proportional capacities of the individuals concerned. It is possible to classify the nourishing aspects of a broad educational program for America in terms of their specific or " vitamin " values.

Vitamin A, in the area of education, designates the activity-stressed program, which is analogous to the anti-infection vitamin of medical research in that it recognizes the prophylactic qualities of objective activities upon the individual. A society whose members are motivated by wholesome, purposeful participations develops resistance to undesirable expressions of the human urge for activity. The atmosphere surrounding educational effort needs to become an activity-centered, a person-centered climate with the idea of neutralizing anti-social infections that devastate rather than elevate life. Such a program, intended to foster individual growth and selfdevelopment, calls for teachers who realize that they should do nothing for the child that he can safely do for himself. The child craves deliverance from an adult-dominated world.

The application of *Vitamin A* to the total educational program, suggests a wide variety of wholesome and satisfying activities of a physical, mental, social, and spiritual nature that can be carried over into adult life. A safe and healthy society must be practiced in the wise use of leisure. The quality of leisure and hobby interests that are nurtured determines the direction of release from toil. The new America will require sane educational engineers to design and supervise a nation-wide program of re-creative leisure.

Vitamin B suggests the bread and butter or vocational training that is essential to a wellbalanced life. The parallel between the term as used here and the *Vitamin B* of chemistry is the fact that its absence occasions disruption and lack of appetite with resultant breakdowns in social and physical metabolism.

The bread and butter vitamin is primary in the total scheme of an improved society. Primitive needs must be satisfied before we can plan for refinements of living and emerge to higher levels of cultural attainments. The application of this vitamin to education, when conceived as a nourishing process, suggests the training of all workers in some form of economic enteprise to the end that their services may be effi-

cient, economical, and desired. It, likewise suggests provisions for re-training workers who become submerged in obsolescent enterprises by virtue of technological change or change in social demands.

A required study of vocations, vocational guidance, and training in the light of possible placement can motivate the prospective worker and consequently increase his enthusiasm and efficiency. Society rewards us for doing gracefully and well a service that it wants or needs to have done. Work, as a co-operative factor in our complex and intricately specialized life, needs to be emotionalized as part of a great ongoing and sharing human service enterprise. Consequently, the occupational values to be stressed are honesty, tolerance, fair play, and the dignity of all labour.

Vitamin C, recognized in the research laboratory as the anti-scurvy vitamin, characterizes the culture of courageous, chivalrous citizenship. Surely the preventive for a debilitated society lies in vigorous study of social problems and periodic introductions of fresh vitalizing facts and philosophies.

Both youth and adults must acquire a broad and realistic understanding of the soul milieu and cultivate a dynamic disposition to correct existing social ills. The fundamentals of economic production, distribution, and consumption remain to be written by some world economist. Education needs to administer a critical evaluation of the culture in which we live and assume corrective attitudes toward it. We must have freedom for research, freedom of speech, and release from fear. The truth will make us free. To be on the popular side of a controversial issue is one thing ; to be on the right side, in the long run, is another thing.

We can eventually have the kind of society that we want to have. The personal liberty idea, apart from community welfare, has been overmagnified in the past. We can choose to realize an acquisitive society of go-getters or we can choose to cultivate an altruistic democracy. The challenge to education is to recognize the productive genius of science in terms of a broad constructive social purpose and to synchronize the economic, political, and social gears in the total life of America. We know that social change is not only inevitable but desirable ; that social and economic planning is necessary ; that inter-dependence is a fact in modern living ; that co-operative endeavor contributes to social welfare better than does competition ; that tolerance breaks down prejudices ; and that human beings are more important than things. The pursuit of these ideals on a nationwide scale would free us

from the frustrating paradoxes that now enmesh us and release social energy for improvement of human welfare.

Vitamin D may be applied to disarmament policies with the corollaries of good-will, understanding, and relief from warped, twisted bodies, from chilling fears and hunting suspicions. Absence of the corresponding anti-rachitic vitamin in the physical diet produces nervousness, induces fever, causes super-sensitiveness, susceptibility to epidemics, head enlargement, and a weakened distorted spine.

If nations are to promote the orderly and unified progress of mankind, they will need to become helpful neighbours rather than jealous, envious, and antagonistic aggregations of armed enemies. We share the contributions, both material and cultural, of other nations. Cynical and prejudicial propagandizing to promote the interests of delusive profits seekers at the expense of human life is a poison to be shunned. The mental and emotional attitude of the individuals that make up a society is the key to the situation. Adults must know more than how to read in order to contribute to world peace. Antidotes for insidious motives might include placing some mothers and young men at the war council tables, taking the profits out of war, doing away with the glamour of bands and uniforms and, finally, getting a vote on the declaration of war from those who are to do the dying.

This vitamin if applied in the educational diet of all Americans would gradually work out in the physical, economic, and social world the principle, "Thou shalt love thy neighbour." Appropriations should be made for the promotion of peace that would have for their objective the stretching of hearts and minds around the world. Such a procedure would soon have a telling effect upon the peace attitudes of all peoples.

Vitamin E, conceived as an educational term, denotes emotional training and spiritual culture. The actual ills in our anemic social organism are due to sterility in spiritual life as truly as physical sterility in an animal is due to the lack of the nurture of this chemical vitamin. Herein rests the opportunity to nourish the human spirit; to cultivate appreciative attitudes toward nature, music, art, poetry, drama, and rhythm, thereby contributing to good taste, decency, chivalry, sobriety in life, and counteracting selfishness, lewdness, suspicion, and poisonous gossip. We must, obviously, provide a more substantial social diet to achieve such purposes than is to be found in comic strips, radio chatter, and cinema chaff.

Youth lives primarily in the realm of the emotions. Altruistic and idealistic youth is restlessly seeking to-day for a controling vision.

There must be a new interpretation of service to one's country. Thomas Jefferson said, " It is the manners and spirit of a people which preserve a republic in vigor.' Unfortunately, there seems to be a greater solidarity of effort on the part of selfseeking and debilitating forces in our society than on the part of the openminded and constructive agencies. Surely, here is fertile soil for pioneers of the spirit, warmed in the sun of an improved social and spiritual climate and nourished thru the productive avenues of education. We need to become honest students of the adversities in American life that are impeding human welfare. Choice spirits and pioneering minds who live the life of love, walk in the way of honor, and serve in the light of truth are the most precious possessions which institutions of learning can harbour. The supreme and enduring values in human life are spiritual values.

Vitamin G, the only other recognized vitamin, is considered by the chemists as a complex element rather than a distinct and isolated property; hence, it is appropriately analogous to the group life as found in the home and family. It is the business of education to reveal the ideals, duties, and responsibilities of home life, and to supply nourishing, functional, and instructional activities which point toward worthy home membership. Many socalled homemaking courses in our schools to-day lack essential application to the elements in one's own immediate life situations and fail in the enrichment of personal satisfactions. In social studies we need to idealize the home as a vital and transforming social institution; in literature, to interpret the genuine human elements that make a home. We need to call upon music and art to beautify and add joy to the home, and upon science for the applications of biology, physics, chemistry, and hygiene in home life and reproductive functions. We should use the problems of home administration and budgeting as a basis of desirable mathematical calculations. Prominent in this particular aspect of training, is the fact of the wide range of individual differences calling for specific analyses.

" Educators have long been bold enough in their pronouncement of goals but too lethargic in prescribing functional educational diets. If we will co-ordinate educational potentialities with a sovereign vision of the pregnant social possibilities which lie out ahead, and enlist the loyalities and enthusiasms of children and adults in the realization of the vision, America can nourish the most humane, " the most beautiful, the most majestic civilization ever fashioned by any people."

REORGANISATION OF SECONDARY EDUCATION

BY

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Reorganisation of Education has become imperative owing to the rapidly changing conditions of modern life all the world over. What is expected of school is not so much to make the pupil a store-house of information as to train him to use his intelligence. The Government of India has done well in calling upon local Governments and public bodies to face the situation and to suggest suitable remedies. They draw pointed attention to the following unsatisfactory features of our present system. (1) The ineffectiveness of elementary education to promote permanent literacy; (2) the utter unsuitability of Secondary education to fit the pupil for his occupation or future career; (3) the rush to students to the colleges though unable to profit by the literary course; and (4) the unemployment among educated youth. The Central Government urges that while education should be considered as a whole with due regard to the interrelationship among the several grades, each grade should be regarded as being self-contained. It seems to be the idea of the Central Government that it should be a normal procedure for each pupil to proceed either to higher education or to enter life at the end of each stage.

With this end in view the Central Advisory Board of Education accepted in principle the scheme of the Board of Inter-Universities and this scheme has become the basis for discussion in all quarters. It contemplates the division of the education system into four sections, namely (1) Primary of 5 years. (2) Middle or Lower Secondary of 4 years; (3) Higher Secondary of 3 years; and (4) the University of 3 years. The primary stage is to promote permanent literacy while the secondary stage of 7 years is to prepare a pupil for the University or to fit him to take up a job. While the Inter-Universities conference have suggested that many pupils should at the end of the secondary stage be enabled to enter life or to join separate vocational institutions, the Central Advisory Board recommends that students who are not fit for a literary course should be required to join separate vocational schools at the end of IV form. At the same time, the Board cannot help facing the real facts and make the suggestion that alternative courses may be offered side by side in high schools if separate vocational institutions are not in existence. The points round which

the reorganisation of Secondary Education centres are (1) the duration of seven years, the first four being common to all; (2) a bifurcation at the end of the IV form leading to the preuniversity education or vocational lines and (3) an external public examination at the end of IV form to weed out the sheep from the goat. The dominant idea in the reorganisation is declared to be the diversion of a large number of pupils from the literary type for which they have no aptitude to courses that will fit them for some occupation. There will be no objection to such a procedure and the idea is certainly laudable. Much will depend upon how this diversion is proposed to be effected.

It is essential that the public should leave aside for the time being the *rhetoric and platitudes* in the documents and face the issues raised squarely. The first question is "should it be our object to attempt at a definite restriction in the number of students reading in secondary schools". In considering this question one should not forget the unique and strategic position the secondary system occupies in the national well-being. There is an unfounded impression that the number of secondary school pupils is unduly high and that something should be done to check the increasing number. For a population of 46 millions in our province there are only two hundred thousand pupils in secondary schools and this means that the secondary school population amounts to only half a per cent. It is out of this half a per cent that the University should get its quota and that various utility services industries, public service, and workers in public life should hope to get recruits. In advanced countries it is seen that the secondary school population amounts to nearly 15 per cent of the total population. The Vice-Chancellor of the Calcutta University has done a great service to the country by maintaining that there should be no attempt at restriction in any arbitrary manner of the facilities for higher education. It is a short-sighted policy if any one should have restriction of number of pupils in secondary schools because of unemployment or of a spirit of class consciousness. Consolidation or concentration of secondary schools is another idea which tries to effectively reduce the number of pupils. One should think calmly of the serious consequences in the future if facilities for higher education be restricted in an arbitrary manner.

The second point that arises for special consideration is the suggestion of an external public examination at the end of IV form. The significance of this proposal becomes plain if restriction in number should be deliberately aimed at. Is the IV form stage the proper stage for weeding out the sheep from the goat? It will be a violent breach of all principles of educational theory and practice if the public examination

be used at such a tender age to determine once for all the future of thousands of pupils. An external public examination is unreliable and it will be difficult to defend the idea of this examination on any ground other than it is expected to be convenient to put down numbers. Those who are interested in education would think it a calamity if thousands of pupils be subjected to a public examination which in view of the purpose it is expected to serve must necessarily be a common and uniform one.

How and when to effect diversion in the secondary stage is the next important question. The official proposal is to divert students at the end of the IV form. It is unfortunate that no attempt is made to give any indication of the lines on which bifurcation can be attempted and the documents abound in vague generalities. In the resolution of the Madras Government, there is more anxiety to make things safe for the University while there is very little guidance to parents whose poverty is painted in glowing colours. What should be done with the existing frame work of secondary schools is not explained anywhere. The documents seem to be more anxious to neckout a large number of pupils under some pretext or other and under such circumstances diversion is doomed to failure. The suggestion of dual standards proprosed by the Madras government implies that a lower standard is enough for technical lines and thus emphasises the prevailing notion that a technical line is inferior. In view of these facts and also in view of the fact that technical schools take a long time to come into existence, diversion will exist in name. A large number of pupils will continue to be in the pre-university course or if prevented by the rigour of public examination the education they had for 4 years upto IV form will be a waste. Wastage in secondary education is no less serious than wastage in elementary education. It is essential that in the larger interests of the country diversion should be considered more carefully and it should not be attempted in a half-hearted manner.

The South India Teachers' Union has before it the results of the investigations of this problem of reorganisation of secondary education carried on by the Madras Teachers' Guild and the Coimbatore District Teachers' Guild. These were already published in these columns. These are coming up with a few alterations made by the working committee of the Union for discussion before the provincial educational conference. The scheme of the Union is to let the present duration of six years continue in view of the depressed economic condition of parents. The Middle school course is uniform for all pupils and Mother-tongue is the first language. A public examination of any kind is considered undesirable at the end of this period

since a wider diffusion of secondary education is necessary. But with a view to avoid waste and to fit pupils for life a bifurcation is suggested which will find place for alternative courses. The existing schools are permitted to offer these courses and thus the existing resources are utilised. Diversion is likely to be real and easy since all courses in the secondary schools are placed on the same footing, and all students are to get the same secondary school certificate. An important feature in the scheme is the difference in emphasis on the different subjects suited to the needs of the pupils though the load in the technical as well as the pre-university line is the same. Thus the student is free to make his own choice without running the risk of being considered a pupil of an inferior group. It is through a provision of well-balanced courses suited to the aptitudes and needs of pupils that diversion is attmpted to be secured. It is the absence of such facilities that compels all and sundry to proceed to the University. The provision of such facilities mean additional expenditure and the Union has no doubt that no reorganisation can be thought of if funds be not available. One other point in the Union scheme as against the official proposals is the distinct recognition of the objectives of secondary education. The subjects to be taught, the importance to be attached to subjects etc., will vary with the objectives. In the official documents, the question of occupation is mentioned frequentlyy but little reference is made to education for citizenship. It is for this purpose that the Union is keen on making a maximum provision for liberal course throughout the high school stage even for students on the technical line. On practical considerations and out of great anxiety to take a definite step the Union desires that the existing secondary schools should be utilised as far as possible and that through refresher and vacation courses qualified teachers with technical qualifications be made available. Reorganisation must mean a distinct change in outlook and a spirit of determination is essential. The teaching profession is anxious that public men should not any longer indulge on ceremonial occasions in meaningless statements that educational system is defective and that schools are no good. Here is the opportunity for public men to do their bit to place education on a sound basis.

BOOK FAMINE IN THE TAMIL COUNTRY

BY

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Madras, The Tamil Nadu, in particular is now suffering from a famine of books for the masses. This is proving to be a great obstacle to the spread of the library movement in this area. Hundreds of rural libraries which blossom forth in different parts of the country under the stimulation of the wave of enthusiasm for libraries created by a world movement for adult education and for public libraries as instruments of universal education and by the propaganda of local organisations like the Madras Library Association, appear to get unsapped by this famine of Tamil books.

TAMIL CLASSICS

When I speak of famine of Tamil books, I mean only famine of Tamil books on current thought. For, the Tamil country is proud to possess a fine collection of ancient classics which are second to none either in quality or in quantity. Till about the beginning of the nineteenth century, there is evidence of a continuous production of books in Tamil. But due to various historical causes, Tamil has ceased to be a medium for the expression of current thought for the last one century or so. And it is during this century that an enormous progress has been made all the world over in every department of knowledge. It is during this century that the countries of the world have been knit together in an inseparable manner by economic and cultural chains. The quenching of the stream of indigenous literature in the mother tongue in this eventful century has led to disastrous results for the masses.

LITERATURE ON CURRENT THOUGHT

In countries where the mother tongue is in a virile condition, most of the advances in thought in all spheres reach the man in the street with no greater time lag than, say, a couple of years. When the pages of books are filled with such nascent thought, with all the flavour of freshness on the one hand and intimate relation to the physical and cultural environment on the other, the books are eagerly sought by one and all. Public institutions, whose task it is to distribute such literature. become popular institutions. The general tax payer shows no reluctance to pay for the maintenance of such institutions. Everybody,

whatever his vocation in life, has something to gain by using the resources of such a library and hence becomes a willing patron of it in every sense of the word. That accounts for the library question being a non-controversial subject in most of the countries of the world to-day. That accounts also for the ease and readiness with which compulsory Public Library Acts are brought into force in almost every forward country.

THE POSITION IN TAMIL COUNTRY.

But unfortunately the quenching of the stream of indigenous literature in the mother tongue has created what appears to be an insuperable obstacle in the way of the library movement in the Tamil country. Even when libraries are forcedly established by philanthropists or by enthusiasts, the absence of books in the mother tongue on current thought soon makes such libraries, institutions without life, without the reader's advent or support or use. If we find our libraries to-day treated with indifference by the masses, the blame does not lie solely with the masses. It is traceable largely to this grave defect in the supply of the necessary resources to our libraries. Books in foreign languages,—books in English—we may have in plenty; but it cannot satisfy more than 2 per cent of our pouulation. Such books are virtually sealed books to the remaining 98 per cent of the people. Hence no wonder that our public libraries begin to fade away within a year or two of their foundation.

WHAT IS THE REMEDY.

What is the remedy to this situation? Are we to say that public libraries, however valuable they may be elsewhere, are not suited to our country? We can say that if, in spite of the libraries being filled with the proper types of books in the mother tongue, they are treated with indifference by the masses. The probability is they won't be so treated. Hence we should face the situation. Steps must be taken to stimulate the production of books in the mother tongue on every conceivable topic which is intimately related to modern life or engages public attention from day to day.

THE FACTORS OF SOLUTION

The question is who should take the steps. In what directions should steps be taken? To facilitate an answer to these questions it may be well that we analyse the factors that are favourable to the production of such books. Here we can draw much help from the history of book production in foreign countries. We can learn some lessons from

the older countries like Great Britain, Germany, France and America. Perhaps, we can learn even more from the recent efforts in the countries of eastern Europe, say Czechoslovakia, Russia and Finland. I have dealt with this history in my *Five laws of library science*[1] and elsewhere.[2] It is enough for our purpose here to analyse the factors that are necessary and favourable for the stimulation of the proper types of books. Three factors are discernible—Composition, Production and Marketing. It will be convenient if we devote some thought to each of these factors and examine the extent to which the present day conditions of our country need adjustment. Further it may be helpful to take these factors in the reverse order.

MARKETING.

The maintenance of a regular supply of the right kind of books depends upon favourable marketing conditions. The State and local bodies now form a dominant factor in the control of the market. One great danger with them is that political considerations—either party interests or personal interests—are likely to vitiate their effect on the market conditions injuriously to an inordinate degree. In recent years, we have witnessed this phenomenon in the matter of text-books. While even with the best of formal organisation, such political interference is likely to loom large in our country to-day, the formal arrangement has bare-facedly eliminated the academic element and virtually concentrated all the power in the hands of political heads. The result is that most often the choice of books is conditioned not by educational suitability but by the financial interests involved. This danger is by no means peculiar to our country. The following anecdote will show how deep rooted is the tendency for the academic elements to be suppressed by political forces. In an English Borough, which had a convention that no councillor should be assigned to more than three committees and that every councillor should be assigned at least to two committees, all the influential committees like the Works Committee and the Finance Committee were filled with men of long standing, while the Library Committee attracted to itself one or two powerful politicians with a domineering personality, while the other members were mostly fresh men. A farmer, who had just then retired from business and had become a councillor, justified his election to the Library Committee on the ground that as he had never read books in his life, he could deal with the choice of books in an unbiassed and impartial manner. Such a total absence

1. Ranganathan (S. R.). **The five laws of library science.** (Madras Library Association Publication Series, 2.) 1931.

2. **South Indian Teacher,** Vol. IX No. 1.

of academic interest naturally resulted in its being easily led by the one or two interested politicians who were in that Committee. While this is an extreme example and only an occasional happening in other countries, in our province to-day it seems to be the rule. This unfortunate state of affairs can be rectified only, as matters stand at present, by the Director of Public Instruction. Perhaps, it does not matter so much in the case of text-books, as they have been in the field for over half a century. But, in the case of general library books, *i.e.*, Tamil books on current thought, which do not at all exist to-day, the protection of the Director of Public Instruction free from personal and political propensities is necessary for the real academic interest to become the dominant and deciding factor in the marketing of such books. Without such conscious protection by the authorities the production of the new type of books needed will not be either easy or continuous.

No doubt, the remedy suggested goes against the natural play of the law of supply and demand. Indeed commenting on this suggestion of mine, which I made for the first time some two years ago, the *Madras Mail* remarked editorially that "The method will scarcely appeal to those who believe in the liberty of the subject." I would plead, we shall be satisfied if we are given liberty in ever so many fields where we seek it and be prepared to surrender our liberty in the matter of the marketing of books just for a short period, until the present vicious circle is cut and the normal operation of the law of supply and demand could be set on foot and the production and consumption of books could be left to the mutual adjustment of the publishing trade, the general public and the libraries.

Barring the extremely fortunate Great Britain, in almost every counrty the benevolent shaping of affairs by the State Department of Education has been the only means of initiating the production of healthy books on current thought. Since we have lagged behind time, this remedy of State control is quite necessary for a few years to make us overtake the other nations.

PRODUCTION.

Next we turn to the production of books. The production of Tamil books is now in a deplorable state. The paper used is extremely poor. It becomes pulp even after a few days' handling. Unpressed wood pulp paper usually used for the first proof goes to make up many of our Tamil books. In another extreme, highly loaded art paper is used. The book made of such art paper is not able to survive one winter. The humidity of the atmosphere is sufficient to make all the sheets stick to

one another and become one indivisible mass. Printing is equally poor. Very little of typographical research has been made. Type faces of different styles are badly mixed up. The value of general reading is lost sight of in the anxiety to reduce the number of pages. The importance of a good margin is not realised. In a word, the printer shows little consideration to the proportion in which black and white should figure in an open page of the book. The result is that a good deal of eye strain is caused while reading, and reading becomes a task.

ILLUSTRATIONS.

Another defect in the production of Tamil books which is not favourable to the popularisation of reading is either total absence of illustrations or the presence of horrid illustrations. To-day, the art of book illustration has advanced enormously. New processes and techniques are coming into existence almost every year. It has become common in other countries to engage the most gifted artist to illustrate books. But the publishing trade of the tamil country still goes uninfluenced by such world tendencies.

BINDING.

The final binding or the casing of the books is also badly done. Excellent books like Mahamahopadhyaya Dr. V. Swaminatha Ayyar's *Life of Minakshisundaram Pillai* are stitched with a paper wrapper. If we remember that neither our libraries nor our private readers have developed the habit of binding the books themselves, we can easily realise how short-lived such paper covered books should prove to be. Apart from that, if a book is not properly cased, it does not fill the reader's hand superflously and it produces an adverse psychological effect on the reader's mind. The externals of a book should all be carefully gone into and improved, if we are going to succeed in making our libraries popular.

COMPOSITION.

Last but not the least is the writing of the books. Proficiency in subjects, preparedness to do hard work, disposition to look upon the writing of books as a contribution to the community's progress, and leisure, are all neccessary for this but not sufficient. Perhaps, they may be acquired by deliberate effort and practice. But, for the book produced to be popular, a special flair is necessary. This flair is mostly inborn, although it can be improved by cultivation. The correlation of this flair to other qualities is not definite. Very often it is even negative. The result is that not infrequently the publishers are unable to sense the existence of this flair in the persons who possess it. For

example the *Half hours with the telescope* of R. A. Proctor, whose subsequent popularity was indicated by the twenty-five editions through which the book went, was rejected in the first instance by publishers of standing like Longmans and Macmillan. Some other publisher could only be persuaded to take it up reluctantly and pay the author a poor pittance of twenty-five guineas. Some times something worse happens. The careers of Oliver Goldsmith and Charles Lamb illustrate it. When an author is known to have the necessary flair, but, as it happens not infrequently, he is in need, the unscrupulous publisher exploits him and drives him to produce books at so many pages per month with the result that the flair is either extinguished or is prevented from having its full play.

PREPARE THE ATMOSPHERE AND AWAIT

If we understand history right, it is not every author that has the necessary flair that finds an opportunity to exercise his gift for the benefit of humanity. This seems however to be in accordance with some mysterious, apparently wasteful, economy, which Nature herself practices. For, it is not every flower that is destined to lead to full fruition. Nor does it happen that every seed germinates. While it is so in uncontrolled Nature, it is no wonder that even worse things happen when the course of Nature is sought to be deliberately disturbed by human will. Under these circumstances, we have only to develop a statistical attitude and have recourse to the idea that the greater the facilities for bringing to light and to use persons with a flair for writing, the greater will be the number of such persons that will be actually found. I believe that the Tamil country is not in any way lacking in persons who have the aptitude to write out books of the right kind. They are there but lie hidden, undiscovered and unused. What is lacking is the atmosphere and a favourable organisation. To quote an isolated example,—I don't claim that this isolated example is conclusive proof —we have seen the happy manner in which the recent development of Tamil journalism—witness *Ananda vikatan*—has brought to light both artists and writers of real gift.

TRUST TO NATURE

I do hold that we can trust to Nature in this matter. I am an optimist. If we create the market, if we provide all the financial and mechanical facilities, if we rouse the enthusiasm and the desire for books, if we clear the atmosphere, for a while, to the extent possible, of unadulterated money grubs and self-seekers, and above all, if the public mind gets saturated with the sense of demand for the right kind of books, I

am sure that authors with flair will be spotted out and rendered visible. My belief is that we are just now beginning to prepare our atmosphere in that way; my vision is that we are on the eve of discovering and engaging the born authors of our community; and my dream is that within the next one generation the Tamil country will have a sumptuous crop of readable and enduring Tamil books on all conceivable phases of current thought and that another feature of this renaissance in Tamil country will be the establishment of a network of public libraries throughout the length and breadth of the land—public libraries which form a wholesome integrated trinity of Tamil books of the most stimulating and entertaining kind, of a trained staff fired with an enthusiasm for social service and of a reading public ever thronging to the libraries with eagerness for knowledge and confidence of being served promptly and exactly.

MR. STANLEY ON EDUCATION

The Right Hon. Oliver F. G. Stanley, M.C., M.P., President of the Board of Education, in the course of a tour last week in West Wales which included visits to schools in Amanford and an inspection of the School Camp at Rhoose, attended a big demonstration of physical training in the Brangwyn Hall, Swansea. The demonstration was followed by an evening meeting, attended by Welsh teachers and educationists, at which Mr. Stanley gave an address.

Mr. Stanley said that a characteristic feature of our education was that all children cannot be taught in the same way. What appealed to one would fail with others; the vital thing was to awaken interest. This meant more individual attention and less mass instruction, and these in turn required better classification in the schools. It was not a case of substituting practical education for academic the schools were not out to train hewers of wood and drawers of water, even if they were skilled hewers and trained drawers. The point was that once a child became interested in one subject education in all subjcts became from that moment a comparatively simple thing.

There was only one way in which this characteristic feature could be put into practice, and that was by reorganisation. "Reorganisation" said Mr. Stanley, "is not a piece of educational jargon invented by fanatics or administrators; it is the logical result and the necessary condition of a whole new concept of education". Wales had always been proud, and rightly proud, of her secondary schools, but the tradition of secondary schools was academic in the best sense, derived as they were from the old grammar schools. That type of education was beneficial to many, but was not suited to all; indeed, to some it might be positively harmful and stultifying. There had been those who demanded "secondary education for all" "I myself" said Mr. Stanley "am not interested in labels, I want first things first. I want to see a system of senior schools with an education different in character but equal in quality; then, and only then, shall we discuss administration and try to assimilate the two".

—(**The Schoolmaster and Women Teachers' Chronicle**, February, 25, 1937).

NEW SCHOOLS

BY

ANDREW TOMLINSON

[Mr. Tomlinson was formerly engaged in organising Extra-Mural work at University College, Southampton. He now runs a "modern" school.]

My motive for starting a "modern" school was that I didn't know how to run one, and wanted more than anything else to learn. My justification was a very strong conviction that nobody else knew much more than I, and that an open mind searching for a new technique was better than the closed ones which were practising the old.

I also had the feeling that a number of the newer type of schools were still possessed by the spirit which animated the pioneers of thirty or forty years ago. The spirit was one of reaction against the bleakness of school life in general and expressed itself in a search for happiness as a prime end. My feeling was that, though happiness was an essential, it was more likely to be reached as a bye-product of children's absorption in their work than as a first objective. I suppose I mean that happiness is an absence of cares and that children who are concerned in a positive quest have less time for cares.

It is important that children's tasks should be—or should be believed by them to be—self-imposed. I shall explain further on what the qualification implies. Children, like all organisms, are struggling with all the enormous vitality of life to adjust themselves to their environment. They are learning every moment of their waking lives. What they learn depends on the environment in which they move. My first assumption about a "lazy" or "obstinate" child—provided nutrition, glands and obvious physical causes are not to be suspected—is that there has been a disturbing factor in its environment and it has learnt in a positive way to be lazy. Every day in school, and every contact with more children, confirms in me the belief that the school need not concern itself over much with teaching children, since all their energies are directed towards teaching themselves.

The function of the school is to determine the environment in which each child shall move. Here the question of authoritarianism in teaching emerges. I believe in freedom not for itself but as a technical means to an end. But experience shows that children are no better able than adults to carry the heavy burden of freedom and, however reluctantly, the full weight of it must be alleviated by adult interference. What

better means of doing this is there than by manipulating the environment—thus giving a child the necessary illusion of complete freedom but limiting it by circumscribing the field in which freedom finds play. For those children who profit evidently from personal experience, even where experience means error and the effort of the necessary readjustment, the limits may be very wide. For the more shrinking, who fear experience and who are discouraged by error, the limits can only be widened by progressive stages. The method calls not only for a knowledge of individual children and a general sympathy with children which are rare, but also for a self-restraint from direct interference which is still rarer, for it is always the most earnest and well-meaning teacher who, in the conventional school, interferes with and wishes to influence children most.

To refer to experience through error raises the natural question whether children working freely without continuous guidance are not being subjected to the dreary necessity of recapitulating—and that in a few years—all the errors that mankind has made in generations. To some extent they are. But if children are not too much shielded from the consequences of their errors, nor emotionally confused and irritated by adult precept, they can learn by analogy from first-hand particular experiences in one field of action, many things that are but re-adaptations of the same impulses in a new form. I mean that kicking someone in a passion under the table is of the same emotional content as the rage that leads to man-slaughter. If such an outbreak is checked by the peace-loving adult because it is unseemly or not nice, the kicker learns nothing of the unpleasant results that may flow from such a situation, except that he wishes he were strong enough to kick the adult too, and the kicked learns only to seek the sheltering refuge of a "policeman's" presence and fails to learn that it is his responsibility to evoke the forces of society against outrage. If the incident is untimely checked, and the lesson inculcated by talk, either the child doesn't listen or else it forms an intellectualised concept of good order and peace, so divorced from personal experience and his own responsibility for securing peace, that for all the child's future influence, the League of Nations will continue to be the League of Nations and war will continue to be war. In the academic part of children's lives the same question arises. Must he, in order to learn effectively, that is from personal experience, be allowed to plunge unchecked into error that might have been avoided by using the experience of others? The answer turns on the word "error". Error is relative always to some standard of right and wrong. A child's concepts are primitive. They may be different from an adult's, but if they are consistent one with another and relevant to his needs they are right. Science teachers are

prone to wait till children are 11 or 12 years old before seizing on them and inscribing on the soft wax disc of the infant mind those scratches which will reproduce the mechanical repetition of sterile "facts", for which no corresponding concept can possibly have been formed. Children are in fact primitive scientists from the cradle up, and if, because of a predominating interest in locomotion, your boy of six classifies man with an ostrich on account of the number of its legs, he is right because he is relevant, just as he will be right to turn the ostrich out of the classification on coming to observe the facts of reproduction. The important facts of exact classification on the accepted scientific basis can wait for classification until after fourteen or thereabouts, when his power of forming concepts coincides with that of the generality of scientists. Then, however, instead of being a conscript he will have had every chance to be an interested and revolutionary thinker who will upset the world with a new and more relevant classification. I hope we shall arrive at a new methodology in mathematics with all the little five-year-old Michaels and Jennifers evolving their own private geometries, based on their own primitive but relevant concepts of space and being helped by teachers, manipulating the data which constitutes their environment, to adjust their geometries to their developing powers of mental organisation. In brief, I believe every child who observes that the plane of the floor is intersected by that of the wall to be a mathematician, who remembers the events of the last Bank Holiday to be a historian, who observes the shadows under the tree to be an artist, and so on. Every child that I have met does all these things and so I resist the process of debauching all these powers in the unsuccessful attempt to turn out a faultless gramophone record.

The question of rules and discipline is interesting. When authority retires does chaos emerge ? A school community is small enough (ours numbers 170 and is growing) to allow initiative in all directions for each individual and to bring home responsibility for its consequence. We have many conventions but now no rules formulated at the will of a lawgiver. One or two there are, such as going to bed at a given hour, tolerated by the children as a natural law, arising out of the structure of their own bodies, voiced by an individual who takes no pleasure in enunciating it. In connection with particular situations, the children sometimes ask for rules based on principle. The adults decline to make them, on the ground that we refuse to let them make policemen of us. They have responded by making their own laws and generalising over the whole community the function of policemen. It works moderately well without a specialised functionary, because it is their own convention. Our only threat is that if a rule is not kept we shall take it away

from them. On one occasion I bungled by imposing my own authority to secure general observance of such a rule and at once it fell into disrepute among the children. " Foreign affairs," our relations with the outside world, are discussed with children but with their toleration the staff collectively exercises a veto. This lack of courage on our part is paid for by the fact that more emotional dissatisfaction is manifest here than in any other part of the school's working.

The children have learnt to denounce each other freely without any of the stigma attaching to " sneaking," because they are profoundly interested in each other's acts and in the consequences of their acts and know well that no punishment or moral inculpation follows revelations regarding each other. I don't for a moment fool myself that there is complete confidence between children and staff—the circumstances of age and interests prevent it—but there is a surprising degree of self-revelation reached.

I have no space left to write about religion, propaganda, the new snobbishness of the " free " schoolchild, the modern child's pre-occupation with gadgets and technique, and other questions. The "modern" school is still an experiment lacking, for outside observers, the formulae that come from accumulation of data and, above all, the results. For those inside it promises to become a science and is without question a stirring adventure.

(*The High Way, Jan.* 1936.)

SECONDARY EDUCATION FOR ALL

Speaking at a general meeting of the London Head Teachers' Association, Mr. R. A. Spencer, M.A., (Secretary, Royal Society of Teachers), said that the mere provision of schools and equipment, an increase in the standard staffing, the raising of the school age, and additional expenditure did not constitute efficiency, despite the fact that there was a widespread tendency to regard them as touchstones by which success or failure was to be appraised. These reforms were admirable only in so far as they were productive of a genuine improvement in the quality and adaptability of those who left our schools, and of the results it must not be forgotten that the general public stood final arbiter.

There was a great deal of snobbery involved in such demands as that for universal secondary education. He could conceive of nothing more cruel than any project to subject many thousands of boys and girls to a secondary school education as it was generally accepted. An army of potential first class artisans and tradesmen had been smothered by the academic avalanche. Notwithstanding the fact that recent years had seen some improvement they had still a long way to go before the child who could do things was accepted as the equal of his comrade who had mastered the trick of reproducing what he had been told.

—(**The Schoolmaster and Women Teachers' Chronicle**, February, 25, 1937).

REPORT ON ELEMENTARY EDUCATION BY THE TRICHINOPOLY DISTRICT TEACHERS' GUILD

[In pursuance of a resolution of the XXVII Provincial Educational Conference held at Salem, the Trichinopoly District Teachers' Guild has submitted the following report on Elementary Education.]

HISTORY

A review of the History of Primary Education is called for to understand the present position in its true setting. In ancient India, elementary schools were Patasalas which imparted instruction in reading, writing and arithmetic and in morals. These elementary schools grew in the village community for the villagers. The schoolmaster was a respectable and indispensable citizen of the village. School education under able teachers was democratic and secular and it had no motive other than education.

In medieval India, schools were attached to temples and mosques or to big mansions of land-lords and village chavadis. They had private benefactions and some help from the state. Secular instruction continued to be the feature and teachers continued to enjoy a respectable status in the community.

Even after the advent of the British, indigenous elementary schools continued to flourish, Hindu schools giving secular education and Muslim and other schools giving spiritual instruction also. The early enterprises in the field of education after the establishment of the rule of the East India Company have been largely missionary efforts of English settlers in India. The earliest education tax was levied by the Madras Municipality but no school was started. In 1787, in the Male Orphan Asylum, Dr. Andrew Bell adopted the monitorial system of education—itself an adaptation of the Indian system—and produced teachers. The East India Company by the Charter Act of 1813 awarded a grant of a lakh of rupees for Education for all India. The Government recognised the policy in India by which instruction of the people was provided for by a charge on the produce of the soil and by other endowments for teachers, making school masters public servants of the community, and urged that protection of Government should be afforded to village teachers in their rights and immunities.

According to a survey of education made by Adam in 1835 Government undertook responsibility for the whole expenditure in schools, less fee income but soon Government embarked upon economy

and adopted the system of grants-in-aid to schools under private management. From 1871-72 this was done by payment by results. With expansion the grants-in-aid became again inadequate and reduction began. In 1901, payments by results were abandoned and subsistence allowance to teachers based on inspection took their place. Thus elementary education finance has consisted of fees, and grants. The long struggle between expansion and funds has been a regular feature of Elementary education. But the country woke up and demanded rapid expansion of Elementary education. Gopala Krishna Gokhale dreamed of a literate India through free and compulsory education. The Government of India and the Provincial Government busily formulated various schemes.

Under the Dyarchy a burst of enthusiasm led to the spread of Elementary education. Compulsion has been attempted. Large sums of money have been spent and many new schools have been opened. Yet Madras has compulsion only in 25 urban areas and 7 rural areas. The number of Primary schools in the Presidency has been 46,692 with a total enrolment of 22,65,960. The average enrolment has been 48. The multiplication of schools has not led to appreciable increased enrolment or attendance on the voluntary basis. Nearly one-third are single teacher schools. Madras has the largest male population of school going age in Elementary schools but the progress in enrolment in Madras has not been marked. Teachers in Elementary schools have fallen from being servants of the community into a position of insignificance, lacking alike initial qualifications, good training, adequate salaries and fair treatment.

Note:—The Hartog committee's calculation of the average salary of masters in elementary schools in the different provinces is interesting reading.

Bombay	.. 47	0	0
Punjab	.. 25	8	0
Central Provinces	.. 24	8	0
United Provinces	.. 18	8	0
Madras	.. 15	4	0
Assam	.. 14	4	0
Bihar & Orissa	.. 11	5	0
Bengal	.. 8	6	0

The system has grown considerably in its paraphernalia but the schools, the scholars, the schoolmasters and school services have not improved. Literacy has not progressed. Pupils are not retained at school for a sufficiently long period. The increase in schools, in roll strength and in expense have raised the problems of wastage and stagnation and brought about a check in expansion on the eve of great changes in India in all directions.

THE PRESENT STATE OF ELEMENTARY EDUCATION

At present the pace of expansion has slackened and percentage of increase in enrolment has declined. Wastage persists. The increase in literacy is negligible. The percentage of trained teachers is only 76% for Madras. There has been decrease in educational expenditure. Wholesale reductions in grants and in the already low pay of masters in some cases to the extent of three annas in the rupee have taken place and schools good and bad have been treated alike. Effective guidance of local bodies has been absent and, where present, has been harmful. Irregularities have been rampant and uncontrolled. The expenditure of money has not been in the best interests of real education. The system of grants-in-aid and the administration of grants by District Educational Councils and the Inspectorate have provided no security against inefficiency. Disagreements between local authority, the Inspectorate and Teacher-managers have impeded proper administration. Schools are miserably housed and have no furniture or equipment. Teachers are victims to indefinite and vague conditions of recruitment and service. The persisting high proportion of untrained teachers in service is due to the communal G.O. Even the inspectorate recruited on communal considerations may be said to have deteriorated. The whole structure requires immediate and thorough reform.

WASTAGE AND STAGNATION

The problem of wastage and stagnation is being tackled by the Government at the present juncture. It is synonymous with the illiteracy or semi-illiteracy of pupils who have withdrawn from schools at some stage or other. The life of the pupil outside the school makes no demand on literacy, or its continuance. At present schools have not been able to promote literacy. Research by experts has not been done to ensure permanent literacy within the duration of the Elementary school. There are no stimulants to retain literacy after school. The figures below reveal the proportion of pupils in classes I, IV, V in Madras.

	I	IV	V
Boys	100	26	11
Girls	100	12	6

The wastage is not merely withdrawal of pupils but wastage of educational effort and financial expenditure while stagnation is retention of the child in a class for more than a year.

Wastage is due among other causes to :—(1) The policy of drift; (2) The value of the child to the parent; (3) Ineffective teaching; (4) Bad environment; (5) Inadequate equipment; (6) Long school hours; ; (7) Irregular attendance; (8) All the year enrolment; (9) Unsatisfactory distribution of schools; (10) Inadequate Inspection and supervision and guidance; (11) Economic distress; and (12) The voluntary system.

The remedy lies in compulsion, co-operation between the school and the home, improvement of inefficient schools, economising waste on uneconomical schools, improvement of equipment, raising the teachers' status, making schools attractive in curriculum, stopping enrolment all the year round, penalties for non-attendance, compensation for poor parents, adjustment of school hours to requirements of the locality, better distribution of schools, checking the system of neglect of education by all concerned and pressure of public opinion and budgetary improvements on a plan of educating the child and the adult.

SOME SIGNIFICANT FACTS AND FIGURES

For an area of 1,42,277 sq. miles in Madras Presidency, and a population of 46,740,107, there are 51,562 institutions with 3,094,203 scholars.

The percentage of pupils in Elementary schools according to creeds is as follows :—

Christians, 6·5; Muhammadans, 10·7; Brahmins, 4·8; Caste Hindus, 64·1; Depressed class, 13·8; others, 0·1.

According to the education survey register, the number of population centres and schools for boys is as under :—

Centre.	2000 to 1000	1000 to 500	500 to 200	Less than 200
Per cent.	94·4	81·6	27·2	29

The number of population centres and schools for girls is as follows :—

	5000 to 4000	4000 to 3000	3000 to 2000	Less than 2,000
Centres.	777	1112	2861	41,885
Schools.	66%	65%	42%	2·3%

The number of teachers and pupils in the province is explained by the following : —

	Total Teachers	No. trained	Percentage	Pupils	No. of pupils Per. Trained Teacher	No. of pupils Per. teacher
For Boys.	96,102	64,643	67%	24,17,410	37	25
For Girls.	14,753	12,582	85%	3,81,013	30	26

There are in the province different agencies running schools as under : —

1,508	Government.
1,062	Municipal.
14,595	Board.
1,433	Panchayat.
24,531	Aided.
658	Unaided.

Teacher-managers and schools are as under : —

	Total.	Good.	Bad schools.
Boys.	13,996	4,421	4,437
Girls.	648	232	186

TRENDS IN ELEMENTARY EDUCATION

The following are some trends common to the state of Elementary education all over the province as revealed by District Educational Council reports.

1. There is a decrease in schools.
2. Bogus and competing schools have come into existence.
3. There has been a pro-rata reduction in teaching grant ranging from 7 to 25%.
4. There has been a decrease in average enrolment and wastage from class to class in enrolment and attendance.
5. Inadequacy of Education in the rural areas is indisputable.
6. The qualification of staff due to the employment of Secondary grade teachers is improving ; the effect of such employment is nullified by orders of the Government preventing payment of salaries commensurate with qualifications.

7. No application for building grant is entertained generally.

8. In some districts, while the constitution of the District Educational Councils provides for representation of teacher-managers, these places have been kept vacant.

9. The administration of grants has led to a lot of trouble and heart-burning.

10. The District Educational Councils contain members who are interested grant-earners and grant distributors.

OBSTACLES

It must be admitted there are obstacles to the spread of Elementary education. There is the inherent and chronic state of poverty of the people. The cost of education for the poor parent is considerable. Caste prejudices still hold sway against enrolment or attendance of pupils. The voluntary system of educating the child is militating against expansion. Local conditions, like occupation of parents or children are not taken into account in the running of schools. The system in vogue is stagnant. The curriculum does not provide for different needs and abilities. The teachers have no pre-service or inservice training. The goal of Elementary education has been lacking in definition. There has been an absence of methods to enforce attendance. The grant formula has worked as a hardship on good schools and schools without influence. Lastly the financial difficulties of the Government to shoulder the responsibility for free, universal and compulsory education has been an inseparable impediment to progress towards nation-wide literacy.

PROBLEMS FOR SOLUTION

The problems for solution are many and varied. Our questionnaire attempts to envisage the problems for solution now and hereafter. Among the major issues are : (1) the authority responsible for Elementary education; (2) the goal of Elementary education; (3) the methods of enrolment and (4) the measures for enforcing attendance and retention of pupils, (5) the checks on denominational institutions, (6) the supervision of Elementary education. (7) the grant formula for aid to schools ; (8) the extent and the nature of inspection, official and non-official; (9) the age of compulsion ; (10) the conditions of the foundation teachers' recruitment qualification, service, salary scales and termination; (11) the duration of the Elementary school course; (12) the content of Elementary education; (13) checks on parental neglect; (14) policy and plan for expansion; (15) use and abuse of recognition and aid; (16) care of children at school; (17) making schools attractive; and (18) making the curriculum useful.

(to be continued)

PROVIDENT FUND IN AIDED SCHOOLS

A Memorandum on the Provident Fund for teachers submitted by the South India Teachers' Union to the Director of Public Instruction, Madras.

HISTORICAL

The General Provident Fund scheme for teachers in aided schools is of quite a recent origin. Before its introduction only a few schools made provision for a Provident Fund scheme and the fund was administered by the respective managers. Some more schools realised the need for a Provident Fund Scheme and at the suggestion of the Department and of the South India Teachers' Union took steps to start Provident Funds in their institutions. In these institutions the rate of interest ranged from 4 to 6 per cent. As a result of repeated representations by teachers' associations and as a result of the sympathetic attitude of the Department, a General Provident Fund Scheme was organised in 1923 and it was made obligatory on all the managements to join the scheme. The Department required private managements to have their respective funds merged in the General Government Provident Fund Scheme and it also took steps to enforce the provision regarding Provident Fund Scheme in the case of a few more aided schools that were indifferent. With a view to enabling the contributions from teachers and managers to be paid regularly in a place accessible to even small institutions in up-country parts, the Government has required that the contributions should be deposited in the Post Office Savings Bank. The interest allowed on the contributions was the Post Office Savings Bank rate.

EFFECT OF THE SCHEME

At the time of the inception of the General Provident Fund Scheme it was brought to the notice of the Department that the Savings Bank rate of interest was very low and that the contributions of members along with those from the managers would, if invested in ordinary Banks, amount to much more after a period of 15 years even without the contribution from the Government. Several representations were made by teachers throughout the presidency that either the rate of interest should be increased or the contribution by the Government raised from one-third to one-half. The reasonableness of the representation was in a way admitted by the Government when it permitted the investment of the Savings Bank amount in the Post Office Cash Certificates. This concession enabled the contributions to earn a fair rate of interest and teachers were satisfied. Now that the rate of interest allowed on Cash Certificates has gone down considerably, there is need for the recon-

sideration of the scheme. The Savings Bank rate of interest has also been reduced to 2% and this continued progressive fall in the rate of interest must reduce appreciably the amount of 1/3 contribution from the Government. Hence the object of the Provident Fund which has been instituted by the Government primarily with the idea of securing to teachers a decent provision for old age is being only partially fulfilled. Frequent representations have been made to the Government in regard to the low rate of interest and the resolution adopted at the General Body meeting of the South India Teachers' Union held on 20—4—1935 places the present position in respect of the Provident Fund Scheme. It runs as follows : —

"Whereas the working of the General Provident Fund for teachers in non-pensionable service has resulted in many administrative delays in the investment of Provident Fund deposits, and whereas the deposits are fetching a low rate of interest, this meeting requests the Government to prevent the administrative delays, to raise the Government contribution from 1/3 to ½ of the Provident Fund deposits to the credit of the member to compensate for the progressive lowering of the rate of interest and also allow the subscribers to the General Provident Fund from aided schools the same concession as has been given to teachers under Local Bodies in the matter of appropriation of Provident Fund deposits for payment towards Insurance premia."

OTHER DIFFICULTIES

In actual administration, a certain amount of delay may be unavoidable. But in several cases the administrative delays either in the school, or in the office of the District Educational Officer or in the office of the Accountant-General have resulted in appreciable loss of money to the teacher. For instance, while the contributions have to be invested in cash certificates or when the matured cash certificates have to be cashed and reinvested by the subscriber himself, delays have occurred and interest for two or more months could not be earned, even though the Department has kindly issued circulars from time to time to expedite the process. Till recently there was an appreciable loss of money at the time of the closing of the account. There is a strong feeling that a delay of a year or more takes place before a retiring teacher is able to get his amount. The amount to his credit does not, it is understood carry interest from the time when the account was closed. Thus, for several months, thousands of rupees remain idle without earning interest when the contributor who has no other resources after his retirement feels the need for money. It is the request of contributors that the administration of the fund should be modified in such a manner as to minimise the administrative delay as far as possible.

REMEDIES

Various suggestions have been made from time to time. Chief among them are the following which will, without taxing the resources of the Government very much, give an opportunity to them to afford relief to the teacher and thus enable him to reap the fruit of the provident fund scheme.

(1) Whatever may be the Savings Bank rate of interest it is for the consideration of the Government whether, as a special case a flat rate of 4½% may not be allowed on contributions to the Provident Fund, especially when the contributions stand on the footing of long term deposits and when withdrawals from the same are governed by very stringent rules.

(2) If for any administrative reason the rate of interest cannot be increased, the Government may be requested to raise its contribution to one half of the amount at credit of the contributor. This increased contribution will be a great help to teachers in aided schools who have not been enjoying the benefit of any decent scale of salary. An increase of this kind may entail an extra provision of only Rs. 20,000 per year in the budget.

(3) The Government will be rendering valuable help to teachers if they should also permit the contributors to have their contributions paid towards the payment of the premium for a policy taken by them in life assurance companies. A provision of this kind now exists in schools under Local Bodies and a similar concession may prove valuable to teachers in aided schools.

(4) The present administration of the fund appears to be very complicated. While the control of the fund rests with the District Educational Officer under the rules, the transactions are with the Post Office and the final pass order is to be made by the Accountant-General. With a view to removing avoidable administartive delays, we request the Director to smplify the procedure so that the amounts may be continuously earning interest without interruption.

(5) In view of the difficulties experienced by retiring contributors, it is for the consideration of the Director, whether a provision should not be inserted in the rules for the payment of the entire amount within a period not exceeding 3 months from the date of closing the account.

THE XXVIII PROVINCIAL EDUCATIONAL CONFERENCE, TANJORE

(6th to 8th May, 1937)

The resolutions printed below are those of which notice has been given by the Working Committee of the S. I. T. U. and its affiliated associations. Members of the Union are requested to retain this copy of "THE SOUTH INDIAN TEACHER" for use at the Subjects Committee meeting at the time of the Conference.

Members desirous of moving amendments to the resolutions are requested to send their amendments to the Secretary, Reception Committee of the Conference, Tanjore, on or before the 15th April 1937.

SECONDARY EDUCATION

I. The Working Committee recommends that the Provincial Educational Conferecne express its opinion in favour of the following different clauses of the Resolution on the "Reorganisation of Secondary education": —

(1) That secondary education should have, as its objectives, (a) the Social Civic Aim (the pupil as a future citizen), (b) Vocational Aim (the pupil as a future worker), and (c) Personality Aim (the pupil with an individuality).

(2) That reorganisation of Secondary education has become imperative in order to fit the pupil for life and to enable him to hold his own as a citizen, a worker and a person.

(3) That the future secondary school should, in addition to the present literary course, provide for a vocational training, since the traditional literary type is found to be wasteful and unsatisfactory.

(4) That selection by elimination which is the feature of the present system, is to be replaced by selection by differentiation.

(5) That the duration of the secondary school course be six years as at present comprising a middle school stage of 3 years and a High school stage of 3 years and that the extension of the secondary school course by one year taken from the University course is of doubtful value and is likely to meet with opposition from different quarters for financial reasons.

(6) That, in view of the heterogeneous character of the secondary school population and in view of the need for a wider diffusion of secondary education in our Province, the existing secondary schools be utilised as far as possible in any scheme of reorganisation and that diversion of students to courses for which they are fit be attempted at the end of the Middle school stage.

(7) (a) That the course for the Middle school stage should be uniform.

(b) That this stage should branch dichotomously into a preuniversity High school course of 3 years; and a technical High school course of three years.

(8) That the technical side of the High school course should comprise a compulsory group providing for some liberal education but that sufficient time should be available to enable the pupil to acquire a decent standard in the selected technical courses under the Optional group.

(9) That the liberal side of the High school course should also comprise a compulsory group as well as an optional group and that it should be possible for every pupil to get a fairly good acquaintance with subjects of modern interest, while getting a good preparation for the University.

(10) That the mother-tongue be the medium of instruction and examination in all non-language subjects throughout the secondary school course and that the mother-tongue should be the first language in the Middle school stage, English being given adequate attention at the High school stage.

(11) That due regard be paid to the heterogeneous character of the secondary school pupils and that the standard expected in English and general knowledge subjects from students of the technical section be slightly lower than that of students of the liberal section, the total load being the same however in both cases.

(12) That there should be no public examination either at the Middle school stage or at the end of the High school stage and that, in view of the serious defects of an external public examination, it is desirable that students whose progress is certified to be satisfactory by the Headmaster, should be given a School leaving certificate which should entitle them to appear for any service or university entrance examination or to join training and technological institutions as the case may be.

(13) (a) That the existing provision in the Budget for Secondary Education is very inadequate and that no idea of reorganisation can even be entertained unless the financing of secondary education is considered in a generous spirit.

(b) that it will be necessary for the Government to meet the net-cost and that the Department should have ample powers to co-ordinate the programme of studies in schools in any centre so as to avoid overlapping and waste.

(c) that steps should be taken to improve the conditions of service of teachers in secondary schools and that standardised scales of salaries fixed by a representative committee be introduced in aided schools.

(14) That with a view to get qualified teachers to work in the re-organised schools, vacation courses be organised so as to enable teachers to acquire additional qualifications and thus fit themselves for new lines of work and that the Training colleges do provide special technical courses for keeping up an adequate supply of trained teachers with technical qualifications.

(15) The following will be the Scheme for the High school course:

(a) Technical Side.—*Compulsory group.*—English, General knowledge subjects. (Everyday science, current History and Geography, Everyday Mathematics) Mother-tongue or second language.

Optional group.—Any two or three of the following according to the naure of selected subjects.—Shorthand, Typewriting, Precis, Co-operaiton, Book-keeping, and Commercial arithmetic, Banking, Office-work, Mechanical Engineering, Electrical Engineering, Printing, Photography, Radio, Fine Arts, Music, Teacher training etc.

(b) Pre-University Side.—*Compulsory Group.*—English, Mother tongue, Elementary mathematics, and General knowledge subjects. Everyday Science, current History and everyday Geography).

Optional Group.—Two from among the following subjects.—History of England and India, Geography a Third Language, Mathematincs, Physics, Chemistry, Biology. Shorthand, Typewriting, Book-keeping and Commercial arithmetic, Teacher training, Mechanical Engineering, Electrical Engineering, Agriculture, Horticulture, Photography, Journalism, Office-work, Precis, etc.

(16) That students of elementary schools who do not mean to join the secondary school be given furhter facilities in central schools with provision for instruction in cultural and vocational subjects.

(17) That suitable provision for vocational training be made at all levels and that technological institutes be started in select centres for the students form High schools to acquire a high proficiency if they choose to do so.

(18) That the question of physical education should receive the attention it deserves and that steps should be taken to promote the health and physical fitness of pupils in secondary schools through provision of facilities for physical education and medical inspection.

(19) That secondary schools should endeavour to maintain a school record for each pupil throughout his school course so that reliable objective data may be available at any time for giving suitable guidance to him.

(20) That a representative committee of experts be appointed by the Government immediately to suggest for adoption in secondary schools a scheme of standardised modern tests so as to improve the methods of instruction and thus to maintain a high standard.

(21) That separate committees be appointed by the Union to frame suitable syllabuses in the respective subjects with due regard to the principles and aims enunciated in the report and that a co-ordinating committee consisting of the representatives of the above-mentioned committees be also appointed to see that the courses are properly balanced.

(22) That the Government be requested to undertake or to help the Union to undertake, the publication in the first instance of two grades of text-books on general knowledge subjects included in the courses of study for the High school stage.

(23) That the regulations regarding the methods of instruction, syllabuses, Tests, Portions prescribed for the several forms and so on should, while attempting to ensur: uniformity of standard, be elastic enough to encourage schools to mal experiments and adopt a forward policy.

(24) That the schools in a locality should work in a healthy spirit of emulation and should, while avoiding objectionable competition, come to an understanding with regard to the courses to be offered so that the needs of the community be satisfactorily met.

(25) That adequate provision for publicity and propaganda be made so as to secure the sympathetic co-operation of the parents and the management.

ELEMENTARY EDUCATION

II.-A. The Working Committee recommends that the Provincial Educational Conference express its opinion in favour of the following different clauses of the resolution on Elementary Education.

(1) (a) That *School Boards* be created to be in charge of Elementary Education in each village or group of villages.

(b) That School Boards do consist representatives of educational bodies, Parents' Associations of the locality and donors of Rs. 100 and more to the Board Funds.

(2) That the School Board Funds do consist of:—
(a) An Education Cess.
(b) Local Government's contribution.
(c) Local authority's contribution.
(d) Fines and Penalties.
(e) Common good funds of societies, co-operative and otherwise.
(f) Contribution from charitable institutions.
(g) Income from endowments and contributions.

(3) That graded education cess be compulsorily levied on property (Land, House, earnings). That the Local Government contribute at least an equal amount.

(4) That elementary schools be under public or private management subject to the control of the Local Board.

(5) That, in every area, a Nursery school, a training school and an Adult school be run by the School Board.

(6) That compulsion be introduced within 5 years; and all help be rendered for the successful running of schools by providing:—

(a) Free land for school house and quarters for teachers.

(b) Necessary accommodation and equipment.

(c) That some sort of intellectual conscription be devised.

(d) That the parent or guardian be responsible for the admission and continuation of his ward in school.

(e) That there be a conscience clause.

(f) That exemptions in the matter of attendance at school be provided in case of continued sickness or other infirmity.

(g) That penalties be provided for against parental neglect.

(7) That elementary education do include a 5-year course in the mother-tongue, everyday arithmetic, nature study, local industry, local history and geography, physical training, community singing and gardening for boys and spinning for girls and that moral instruction be given.

(8) That suitable accommodation of sitting floor space, subject to a minimum of 6 sq. feet a pupil be provided.

(9) That books, note-books and other helps to study be provided by the school authority and the School Board.

(10) That in view of the great social and educational benefits likely to be derived, school lunches be provided.

(11) That the school age be ordinarily 5 to 12—2 years in a Nursery school and 5 in an Elementary school.

(12) That the function of the School Boards be:—

(a) Enforcement.

(b) Grant of recognition.

(c) Provision of accommodation and equipment.
(d) Provision of lunch.
(e) Maintenance of a library, reading room and museum.
(f) Seeing that Department requirements are satisfied.
(g) Introduction of service conditions of teachers.

(13) That recognition be awarded to schools on the following conditions: —

(a) Payment of a deposit of Rs. 50.
(b) Provision of accommodation for the school and its masters.
(c) Provision of adequate equipment, on modern lines.
(d) Employment of only trained teachers with secondary grade qualifications as minimum.
(e) Payment at standardised rates of salaries.
(f) Conformity to requirements of the Department.

(14) That recognition be withdrawn for: —

(a) Not conforming to Department requirements.
(b) Malpractices in administration.
(c) Inefficiency.

(15) That courses of study be arranged by duly constituted committees for the purpose.

(16) That grants be assessed on the following considerations: — *Recurring*: — (a) Salary based on general educatoinal and professional qualifications.

(b) Efficiency based on inspection.

(c) Compensation: expenses incurred for lunch, books, etc., supplied. (upto 75%)

Non-Recurring.—Equipment. (half grant)

(17) That inspection be half-yearly and shall be by the Inspecting Officer, and by non-official visitors nominated by the Board.

(18) That teachers do register themselves with a Teachers' Registry. That teachers be governed by educational rules and fundamental rules relating to vacation departments of government.

(19) That teachers' recruitment, termination, etc., be governed by a Service Code.

(20) That for a time, Adult education be implemented by itinerant teachers provided with uptodate equipment and that such teachers be maintained by the Local authorities.

II.-B. The Working Committee places the accompanying memorandum on the disabilities of teachers in Elementary Schools for consideration.

ARTS AND CRAFTS

III. This Conference urges on the Government the necessity for taking immediate steps towards making adequate provision for instruction in Arts and Crafts in Primary and Secondary Schools. (Teachers' Association, Theosophical College High School, Madanapalli.)

S. S L. C. CENTRES

IV. This Conference is of opinion that the new Scheme of centres for the S.S.L.C. Public Examination adopted by the Department this year is not in consonance with the spirit of the S.S.L.C. Course and it requests the Director of Public Instruction to revert to the old practice. (Teachers' Association High School, Pattamadai.)

PHYSICAL EDUCATION

V. This Conference is of opinion that special attention should be given to indigenous games and sports, particularly to practice in graded Indian Breathing exercises in connection with physical Education in Schools and Colleges. (Teachers' Association, Theosophical College High School, Madanapalli.)

ORIENTAL LEARNING AND UNIVERSITY COURSES OF STUDY

VI. This Conference reiterates the following resolutions passed at the Provincial Educational Conference at Salem:—

"This Conference requests the authorities of the Madras University to see (a) that *bona-fide* teachers possessing certificate of proficiency in Oriental Learning be admitted to the B.A. Examination without the production of certificates of attendance in a recognised institution, (b) that the entrance, Preliminary and Final in Oriental Titles Exminations be treated as sufficient qualifications for teaching in Middle and High Schools and Colleges respectively, (c) that the age-limit be fixed at 20 instead of 25 for appearing as private candidates for the Preliminary and Final Examinations, and (d) that compartment system of passing be introduced for the Oriental Titles Examinations."

SCALE OF PAY AND G.O. NO. 4619

" (a) This Conference is of opinion that the scales of salaries for Board and Municipal Secondary School teachers as sanctioned by the G. O. No. 4619 and the subsequent G.O's. are inadequate and require liberalisation.

(b) It authorises the following Committee with power to add to prepare a detailed memorandum and wait in deputation on the authorities concerned."

(1) S.I.T.U. Secretary (*Ex-officio*). (2) Mr. V. Rajagopala Iyer, Udumalpet, (3) Mr. S. Venkataraman, Chittore, (4) Mr. T. S. Arunachalam Pillai, Iyampet, (5) Mr. B. N. Sangameswaran, Salem, (6) Mr.

T. J. Mulley and (7) Mr. P. Ramaswami Iyengar, Dharmavaram. (Teachers' Association, Board High School, Hosur.)

PROVIDENT FUND

VIII. That the authorities be requested to order that the minimum rates of subscription to the Provident Fund from teachers in Board and Municipal Secondary Schools and the minimum rates contribution by the managements thereof be each raised from one nana in the rupee to one anna four pies in the rupee. (Teachers' Association, Board High School, Udumalpet.)

IX. This Conference requests the Government to raise their contribution from one-third to two-third of the amount standing to the credit of the teacher, in view of the low rate of Savings Bank interest and the depreciation of the value of the Post Office cash certificates, and in consideration of the fact that the Teachers' Provident Fund deposits are more or less long-term deposits. (Teachers' Association, S. M. S. High School, Karaikudi.)

REDUCTION OF SECONDARY SCHOOLS

X. This Conference looks with concern at the proposal contained in the Proveedings of the D.P.I. R.C. No. 2563 G|36 dated 28-11-36, that the number of secondary schools may be reduced with a view to concentrate in a fewer schools on the ground of insufficiency of strength worked out at an average and considers that such a step is retrograde and shortsighted as the final result thereof will be to deprive a good many of the pupils in the rural and backward areas of the benefits of secondary education. (Teachers' Association, Board High School, Pattukottai.)

THE SOUTH INDIA TEACHERS' UNION

The annual general body meeting of the South India Teachers' Union will be held at Tanjore on 7th May, 1937, at the time of the XXVIII Provincial Educational Conference. Prof. S. K. Yegnanarayana Iyer, M.A., President of the Union will preside.

AGENDA

1. Adoption of the annual report.
2. Election of office-bearers.
3. Any other business.

M. S. SABHESAN,
Secretary.

Rev. MILTON G. KUOLT,
Joint-Secretary.

TWELFTH ALL-INDIA EDUCATIONAL CONFERENCE

RESOLUTIONS PASSED

Gwalior, December 27-30, 1936.

I. GENERAL SESSION

1. That this Conference expresses its sense of profound sorrow at the lamented death of His late Majesty King George V who had won for himself a place peculiarly his own in the hearts and minds of the people of India, and proffers its respectful homage and sympathy to Her Majesty Queen Mary and to the Royal Family in their grievous bereavement.

2. That this Conference tenders to His Majesty King George VI loyal greetings and assurance of deep and abiding devotion; and prays that he may be long spared to reign over the Empire.

3. That this Conference offers its warm and respectful congratulations to His Highness Maharaja George Jivaji Rao Scindia of Gwalior, on the happy occasion of his investiture with full ruling powers, and hopes that his rule may be crowned with success, prosperity and unceasing educational activities.

4. That this Conference expresses its sense of deep grief at the death of Dr. Sir Fazli Hasan, Dr. A. H. Mackenzie, Dr. A. C. Woolner, Professor A. E. Wodehouse, Rai Bahadur Dr. G. N. Chakravarti and Gurubandhu Bhattacharya, whose manifold services in the cause of Indian Education had endeared them to all engaged in educational work in this country.

5. That this Conference offers its congratulations to Sir S. Radhakrishnan on his appointment as the Spalding Professor of Eastern Religions and Ethics at the University of Oxford.

6. This Conference appeals to the Government of India, the States and the Universities to take immediate steps to promote the establishment of an All-India Institute of Education and Psychological Research.

7. This Conference recommends to the Government of India that there should be at least one representative of the All-India Federation of Educational Associations on the Central Advisory Board of Education.

8. This Conference is of opinion that the educational authorities should offer all reasonable inducements in the way of scholarships, special leave, deputation and other means, to promote exchange of professors, lecturers, principals of colleges, head-masters of high schools, inspectors of schools and other educational officers, between institutions or Education Departments in the various provinces of India.

9. That vigorous efforts be made to safeguard the interests of all workers in educational institutions in respect of pay, prospects, security of tenure and provident fund.

10. That in future programmes of education priority should be given to the education of girls and women, because every social reform in the country depends on female education.

11. This Conference is of opinion that in every institution for girls and women, there should be suitably equipped buildings and full qualified teachers to give

an adequate course in domestic science, which should include cookery, laundry and home management.

12. This Conference is of opinion that the Government and the Local Bodies should co-operate in making a planned advance over the whole field of public education, and final adequate funds for the same, rather than plan restrictions.

13. That this Conference is of opinion that the courses and the system of education in the existing educational institutions should be so modified as to make them multilateral.

14. That this Conference is of opinion that if any educational reconstruction is to be real and satisfactory, it should provide equally for the Humanities, the Sciences, and for Practical pursuits in the curriculum of every pupil throughout his educational career.

15. That the teaching of sex hygiene by qualified persons should be introduced in all schools and colleges in India.

16. That this Conference while welcoming the proposals of the Central Education Board at Delhi for diversified courses in Secondary Schools, is of opinion that separate institutions for rural, technical or commerce training are undesirable at this stage in education.

17. That this Conference requests the Governments of British India and the Indian States to take steps by which the responsible authorities of all religious institutions (temples, mosques, maths, churches and khamghabs) receiving grants from the State may be enabled and required to impart primary education both to boys and girls of specified areas in their locality who belong to the religions to which the institutions respectively belong.

18. That this Conference, recognising that it is during the secondary stage of education that training in good citizenship can most effectively be given, and that physical and moral education can be for better imparted in residential institutions than in day schools, and, believing that the mere spread of book-learning without a corresponding development of physical and moral qualities is doing more harm than good to this country, strongly advocates that existing public secondary institutions be gradually encouraged to place themselves on a residential basis, and new state or grant-in-aid institutions above the primary grade should be encouraged to provide adequate provision of hostels and hostel-supervision for the students they cater for.

19. That as the use of the film as a supplementary means of instruction is widely recognised to be a valuable aid in education, this Conference recommends the use of the film in all educational institutions, wherever practicable, and appeals to all educational authorities to help to make this possible.

20. That this Conference recommends that wherever possible there should be Parent-Teacher Associations in connection with schools for the purpose of establishing better co-operation between the home and the school.

21. That this Conference is of opinion that at least one Child-Guidance Clinic under the supervision of an expert psychologist is desirable in every Province and State of India.

22. That this Conference regrets the decision of the Central Government to bring educational experts from abroad in connection with the re-organisation of secondary education instead of selecting Indian educational specialists and sending them abroad for a short period, if this is at all considered necessary.

II. CHILDHOOD AND HOME EDUCATION.

23. That this Conference is of opinion that every Municipality should establish at least one nursery school in each town for the education of children of pre-school age.

24. That this Conference is of opinion that a central institute for training teachers for pre-school education is badly needed in India.

III. PRIMARY AND RURAL EDUCATION.

25. That in view of the impending constitutional changes, this Conference requests the Councils and Provincial Governments in British India and Indian States to direct their Local Bodies to chalk out plans covering a definite term of years, to enforce compulsory primary education throughout the country.

26. To maintain literacy among the masses this Conference is of opinion that reading rooms and libraries for rural areas should be established in large numbers.

27. That the Government be requested to give adequate grants to District or Local Boards and Municipalities to enable them to make primary education free and compulsory in the area under their jurisdiction.

28. That this Conference is of opinion that no home work should be given to at least the children of lower primary classes.

29. That the school courses in rural areas should be fully adapted to rural conditions, and that the teachers in rural schools should receive a training which would give them an active interest in rural life and a desire to improve it.

IV. SECONDARY EDUCATION.

30. That this Conference is of opinion that from time to time teachers should be afforded opportunities of attending refresher courses, and should be given monetary assistance to enable them to do so.

31. That this Conference is of opinion that the Educational authorities concerned should prescribe definite rules for the constitution and conduct of managing committees of all non-government recognised institutions.

V. UNIVERSITY EDUCATION.

32. That the Universities should undertake adult education work in the form of extra mural activities.

33. That in view of the serious nature of the problem of unemployment among the educated middle classes in India this Conference requests every University to open an Employment Bureau to facilitate obtaining of service by its graduates and to serve as a centre of information for entry into various services.

34. That this Conference is of opinion that special facilities for women students should be made available in the Universities by the introduction among optional subjects of studies like domestic science.

35. That this Conference recommends that there should be in each province a University Grants Committee on the same lines as the University Grants Commission of Great Britian.

VI. ADULT EDUCATION.

36. That in view of the coming constitutional reforms this Conference invites the attention of the Government of India to the urgency of the problem of illiteracy of the mass of the population which is likely to stand as a serious obstacle to their

success ; and requests the Central Government to organise a definite programme of adult education in collaboration with the Governments of Provinces and States as well as private agencies.

VII. VOCATIONAL EDUCATION.

37. That manual training and educational handwork should form a compulsory part of the scheme of studies in every school in the country.

38. That the Government be requested to start model technical schools is every province to give impetus to technical education.

39. That at least one industrial and technical college be established in each division of each of the Provinces and Stater in India for diffusing industrial and technigal higher education in the country.

40. That this Conference requests the Provincial and State Governments that in the formation of their plans for development of technical education, attention should be given to the need for co-ordination with other forms of secondary education and with regional as well as local industrial activities.

VIII. HEALTH AND PHYSICAL EDUCATION.

41. That private institutions for physical instruction be given recognition and substantial grants by the Government, and attendance at such institutions for physical education be made compulsory where such arrangements are not provided for in schools.

42. That in the matter of appointments in schools and colleges due consideration be given to candidates having athletic qualifications and who are fit to participate in sports.

43. That a code of instructions to improve the physical health of school-children be drafted by a committee of experts and steps be taken to see that they are brought into practice in schools.

44. That this Conference, alarmed at the prevalence of under-nourishment in schools and convinced that the efficiency of the work of the schools, especially with regard to Physical Training, suffers thereby, stresses the importance of adequate nourishment as a first condition of education and calls upon all interested in the physique of the nation to combat under-nourishment with all means at their disposal.

IX. MORAL AND RELIGIOUS EDUCATION.

45. This Conference is of opinion that earnest efforts be made by educational authorities to provide opportunities for establishing personal contact between boys and teachers in Scouting, Games, Sports, Excursions, Debates, Recitations and other extra-curricular activities.

46. This Conference is of opinion that in denominational institutions in which the teaching of formal religion of a particular sect is necessary, additional lessons covering the lives and tenets of the saints and prophets of other faiths should be introduced so that the outlook of the students therein may be enlarged.

47. This Conference accords a respectful and hearty welcome to Lord Baden Powell on his visit to India and hopes that he will be afforded full opportunity by all Scout organisations to see the improvement which has been wrought in the domain of Physical, Moral and Spiritual Education in India by the great Scout movement which he founded.

X. EXAMINATIONS.

48. That there should be no public examination before the end of the lower secondary stage.

49. That in view of the revelation, through recent investigation, of the serious defects in the prevailing examination system, this Conference requests the Central Advisory Board of Education to take steps with a view to the creation of a more efficient examination technique, and specially to the determination of a method by which the considered judgment of the teacher may be given its due weight in the examination assessments.

50. That the Examinations Committee of the Federation be requested to go into the question of the present-day examinations and to suggest constructive lines of work at the next Conference.

XI. TRAINING OF TEACHERS, EDUCAIONAL RESEARCH AND EXPERIMENT.

51. That standardised mental tests should be devised for use in Indian schools.

52. That in order to bring modern literature on education within easy reach of vernacular teachers, authors be encouraged to write original books on modern teaching and to translate into Indian languages standard books on that subject.

53. That adequate facilities be provided by the authorities to enable the teachers in the training institutions to do research work.

54. As the problem of the backward child is becoming more and more acute, this Conference urges that the curriculum for teachers in training be widened to include optional special study of backward children and the best ways of dealing with their needs.

55. This Conference is of opinion that a Faculty of Education should be established in each University in India.

XII. INTERNATIONALISM AND PEACE.

56. This Conference is of opinion that the time has come for a more definite recognition of the necessity for international peace and that as means to that end a day called the World Goodwill Day should be set apart for observance at all schools and colleges in India as in other countries.

57. This Conference, being aware of the powerful effect which modern scientific inventions have had in bringing peoples near each other, is of opinion that the syllabus in History and Civics in our institutions should be broadened so as to include a study of modern national and international movements.

XIII. RESOLUTIONS OF COURTESY.

58. This Conference expresses its sense of gratefulness to the Governments of the States of Hyderabad, Travancore, Baroda, Gwalior. Kashmir, and Jammu, Bhopal, Cochin, Indore, Jaipur, Udaipur, Kolhapur, Alwar, Beneras, Kotah, Jhalawar, Aundh, Idar, Dewas Senior, Dewas Junior and Tonk for deputing delegates to partake in its deliberations.

59. This Conference appreciates the support of the Departments of Education of Orissa, Sind, Assam, Mysore, Central Provinces, Bihar, United Provinces, Bengal, Bombay, Madras and Burma in bringing the Conference to the notice of all teachers under their jurisdiction and in granting to those in Government service facilities for participation in its delibrations.

60. This Conference expresses its appreciation of the support of the Universities of Annamalai, Aligarh, Allahabad, Calcutta and Bombay and also of the Corporations of Calcutta and Bombay in deputing delegates to represent them at the Conference.

61. This Conference authorises the Secretary All-India Federation of Educational Association to communicate the resolutions of the Conference to the authorities and persons concerned, and take such steps as may be necessary to give effect to them.

62. This Conference accepts the invitation of the delegates from Bengal to hold the next All-India Educational Conference at Calcutta during the Christmas week of 1937.

63. This Conference conveys its sense of gratefulness to His Highness Maharaja George Jivaji Rao Scindia for his opening the 12th All-India Educational Conference at Gwalior.

64. This Conference records a vote of thanks to the Chairman of Sectional Meetings whose labours have largely contributed to the success of the Conference.

65. This Conference records a vote of thanks to Principal P. Seshadri for his eminent services as the President of the Federation Council

66. This Conference records its appreciation of the spirit of comradeship and co-operation displayed by the delegates from various Provinces and Indian States, and thanks the organisations concerned on their hearty and sincere response.

67. This Conference conveys its sense of appreciation and gratitude to the Reception Committee, the volunteers and the workers for their cordial welcome and admirable arrangements.

68. This Conference expresses its sense of gratefulness to Pt. Iqbal Narain Gurtu, M.A., LL.B., Vice-Chancellor, Allahabad University, for his able guidance of its deliberations and for the qualities of educational leadership displayed in his Presidential Address.

S. I. T. U. PROTECTION FUND

OBITUARY

We regret to have to announce the death of Messrs. P. Muthukrishna Iyer of Tanjore (Reg. No. 252) and T. V. Thiruvenkatachari of Tirukoilur (Reg. No. 357) on 10—3—1937. Their nominees will get a benefit amount of Rs. 290 and Rs. 285 respectively on production of the necessary claim documents.

FROM OUR ASSOCIATIONS

THE MADRAS TEACHERS' GUILD

At the request of the Madras Teachers' Guild, the Masters' Association, H. T. H. School, Madras, agreed to give a benefit performance in aid of the Guild Building Fund. The play selected was 'Shah-Shivaji'. The performance came off on Saturday, the 6th March, in the Victoria Public Hall before a large audience that followed the play with sustained interest. Mr. V. V. Srinivasa Iyengar, Advocate and ex-judge of the Madras High Court, presided. The scenic arrangements were as perfect as they could be. The story of the play centres round Shivaji and his wife, Sayee Bai, who succeeded in rescuing Shaji, Shivaji's father, from the clutches of the Sultan of Bijapur who has imprisoned and sentenced him to death.

The level of acting was very high. Chi. S. Jayaram (Shivaji), Chi. S. Mahadevan (Sayee Bai), Chi. T. S. Seshadri (Venkoji) and Chi. M. S. Srinivasan (Thuka Bai) showed themselves at their best. Mr. T. S. Suryanarayana Aiyar (Shaji) did his part with the superb finish and ease, natural to one who is born for the stage. Mr. C. Gurunathiah (Deva Rao), Mr. V. Ramamurti (Baji Gorbade), Mr. C. V. Gopala Aiyar (Jeeja Bai), Mr. Y. K. Krishnaswami Aiyangar (Sultan) and Mr. C. S. Ramiah (Thanaji)—all made a good impression on the stage, while Mr. T. S. Subrahmanya Aiyar acted effectively as Ranad-Ulla-Khan. Vidwan M. S. Venkatachariar (Visvasa Rao) and Mr. D. Narasimhachariar (Snake Charmer) played their comic parts to admirable effect, sending the audience repeatedly into side-splitting laughter. Mr. V. Narasiah as Bharatha Matha posed effectively, looking every inch of him a statue. Chi. G. S. Das executed a piece of dancing with rare charm, grace and dignity.

Mr. M. D. Manickam, B.A., L.T., President of the Madras Teachers' Guild, welcomed Mr. V. V. Srinivasa Aiyangar and requested him to bless the efforts made by the teachers of Madras to improve the Building Fund of the Guild.

Mr. R. S. Subrahmanya Aiyar, the Vice-President of the Masters' Association, handed over to Mr. V. V. Srinivasa Aiyangar a purse of Rs. 900, which was the total of the proceeds by way of sale of tickets effected by them, including donations from the Management of the School. He requested the president, on behalf of the Masters' Association, to present the purse to Mr. Manickam. He thanked the Madras Teachers' Guild for its invitation to the Masters' Association, for it afforded the members of the latter an opportunity to render some service to the Profession of which they formed an integral part. Mr. V. V. Srinivasa Aiyangar in the course of his speech observed:

'Mr. Rangaswami Aiyangar, Ladies and Gentlemen,

You have all heard from the two previous speakers what cannot but be regarded as the outpourings of gratitude and thankfulness for my having come down here this evening. That most of the conventions of life are meaningless is apparent from what has taken place, for I ask, whose is the pleasure and whose is the joy ,theirs or mine? To have come here and to be for a time in the midst of that selfless band of workers, the members of the Hindu Theological High School Masters' Association, is an education in itself. I have known the school since it was founded about 49 years ago. If I were a painter, I would sketch in mild colours the personality of Sivasankara Pandyaji, for memories of him are as fresh to-day

as they were half a century ago. A more sincere soul, devoted wholeheartedly to all that is noblest and best in the tradition of our religion, it would be impossible to find. His spirit and the ideals for which he stood are still inspiring the masters of the school. It is a matter of deep gratification to me to see the unceasing progress towards the further and further attainment of the ideal which these masters have at heart.

This evening's performance has made, if I may say so, altogether a new man of me. I have known Dr. Duraiswami as an eye-doctor and I have myself passed through his hands. I have not known till now that, besides prescribing glasses for the eyes, he is able to prescribe spiritual glasses to enable us to see properly the things that are going on around us in the light of the ideals dear to the Hindu—the love of father and mother. To these ideals, Dr. Duraiswami, the author of the play, has added devotion to country, to faith and to Dharma. These ideals have been portrayed and presented to us by the characters. Breathes there the man that does not thrill at the mention of Shivaji, the personification of devotion to father and mother, the great hero of unflinching determination to sacrifice everything at the altar of patriotism?

Let me express my gratification at the very excellent manner in which the play has been rendered on the stage. Every single character has done his best but I must specially congratulate Shivaji. I should like to call the Hindu Theological High School a school of real patriots. It has given me the greatest pleasure to see in their uniform the members of the Pandya Service Corps who symbolise the spirit of service and sacrifice which animates the workers. The school is a great nursery of heroes. I congratulate the Masters' Association on the tremendous success that has attended their labour of love and service to the Teaching Profession.'

Mr. M. S. Sabhesan, Secretary of the Teachers' Guild, garlanded Mr. Rangaswami Iyengar, Mr. Manickam and Mr. Duraiswami, and spoke as follows: 'The debt which the Profession owes to the Masters' Association of the Hindu Theological High School cannot be repaid at all. All the members have been bearing the responsibility. They have shown what the Teaching Profession can do if it is animated by the right spirit. In addition to their labour of love, involving great toil, they have given to the Guild this princely donation at considerable self-sacrifice. But to-day I am more affected by the play than even by this act of sacrifice on the part of my friends of the Hindu Theological High School. The play points out to us, the members of the profession, the way of release from bondage imposed from within and without. Shivaji is our ideal. Mr. K. Rangaswami Aiyangar has played the part of Shivaji, so far as the Profession goes. He has set the ball rolling and to-day we are seeing the beginning of our release. Organisation, discipline, sincerity of purpose and sacrifice—it is these qualities of Shivaji, which the teachers of the Hindu Theological High School have shown, and it is these that are demanded of us. Let us follow the lead given by the Masters' Association of the school.'

* * * *

THE MALABAR DISTRICT TEACHERS' GUILD

THE SIXTH ANNUAL EDUCATIONAL CONFERENCE,

The Sixth Annual Conference of the Malabar District Teachers' Guild was held on Saturday the 27th of February in the Zamorin's College, Calicut, under the distinguished presidency of C. Mathai, Esq., Retired Director of Public Instruction, Cochin. A large number of teachers from different parts of the .district attended the session.

After prayer, Mr. A. V. Kuttikrishna Menon, President of the Guild welcomed the delegates in a brief speech in the course of which he dwelt on the pressing educational problems of the day, and also appealed to the teachers to join the Guild in large numbers and take an active part in the public and social life of the country.

The President, Mr. C. Mathai then delivered his Presidential address, after which various resolutions were passed covering the needs of the teaching profession and other current educational problems.

Mr. P. N. Moosad, B.A., L.T., Assistant, Board High School, Koduvayur then read a paper on 'Vernacularisation of Studies' after which the gathering dispersed with a vote of thanks proposed by Mr. P. Gopalan Nair.

The Conference came to a close with a 'Tea Party' followed by physical demonstration by the pupils of the Zamorin's College.

RESOLUTIONS PASSED

1. This Conference resolves that the Government be requested to treat teachers in Local Board, Municipal and Aided Institutions on the same footing as those in Government Schools and accord them the same emoluments and other conditions of service.

2. This Conference resolves that it be a recommendation to the Government that before any scheme of Secondary Education in the Presidency is finally decided on the proposed scheme be circulated to the S.I.T.U. heads of institutions, Teachers' Associations and Guilds of the Presidency for their opinion and that their views be given due consideration and the scheme revised accordingly.

3. This Conference resolves that inter-school sports, Tournaments, etc., be centralised and conducted in one common centre or a few centres for the whole District, and be conducted in the Long-Term only, so that all schools may take part in the same and class work may not be disturbed throughout the year.

4. This Conference resolves to request the Government that at least 25% of the Junior Deputy Inspectors, Deputy Inspectors and District Educational Officers be recruited henceforth from the ranks of Secondary grade assistants, L.T. assistants and Headmasters in recognised Secondary Schools, due consideration being given to outstanding merit, without regard to age restrictions.

5. This Conference requests the Government that the salaries of teachers in Local Board, Municipal and Aided schools be brought on a par with the prevailing scale in Government Service without any discrimination being shown to unqualified teachers who have been exempted from passing the required examinations for the respective posts.

6. This Conference requests the managements of schools and Colleges to encourage Kalari System of exercise by introducing it in all institutions under them.

7. This Conference requests the Government that the children of menials and of teachers employed in schools be exempted from the payment of school fees.

8. This Conference requests the Government to amend the G. O. No. 2122 dated 3-10-'36 so as to include L.T.'s of the Secondary grade cadre whose services are found necessary for efficient work in the High School Department.

9. This Conference resolves that the vernacularisation of non-language subjects be given a more serious trial in all schools and agreeably to this the S.S.L.C. Boards be split into four on a linguistic basis.

10. This Conference resolves that the Government be requested to include more experienced teachers in the Text Book Committee.

11. This Conference is of opinion that the District Secondary Education Boards do not serve any useful purpose at present and therefore resolves that the Director of Public Instruction be requested to invite the opinions of the South Indian Teachers' Union, the Teachers' Guilds, heads of Secondary Schools, and other experienced educationalists regarding the lines on which the boards may be reconstituted and improved and to take such further action thereafter as will enable them to function properly and become useful advisory bodies.

12. In view of the serious inconveniences caused to the students and the guardians this Conference requests the Government not to continue the grouping of the S.S.L.C. Examination centres as is done this year but to go back to the system of holding the examination in each High School.

13. This Conference resolves that a Committee consisting of Messrs. A. V. Kuttikrishna Menon, (President) N. Venkatarama Aiyar, T. M. Vishnu Nambissan, K. P. Varid, K. Janardanan Thampan, Mrs. Thomas, P. Gopalan Nair and T. K. Subramania Aiyar, (Secretary) be appointed to prepare a scheme of Secondary Education and make their report to the Guild by the end of April, 1937.

14. This Conference requests the Government that all Annual Examinations including the Public Examination be held in December, instead of in March.

15. This Conference requests the Government that the P. F. amounts of teachers in Aided Institutions be allowed a minimum of at least 4% interest.

16. This Conference requests the Government to liberalise the provisions of the grant-in-aid Code.

17. This Conference request the Government to apply the Fundamental Rules to teachers in Aided institutions.

Moved from the Chair and carried unanimously.

18. This Conference requests the Government to revive the system of granting stipends to teachers undergoing Collegiate and Secondary Training courses.

Moved from the Chair and carried unanimously.

19. This Conference requests the Government to reduce the S.S.L.C. Examination fee from Rs. 15 to Rs. 12 as of old and also requests that an Examination fee of Rs. 3 only be charged for supplementing in one subject, Rs. 6 for 2 subjects and so on up to a maximum of Rs. 12.

Moved from the chair and carried uanimously.

20. This Conference is emphatically of opinion that a University for the West Coast should be for the whole Malayalam area comprising Travancore, Cochin, and Malabar and therefore views with deep concern the move on the part of the Government of Travancore as reported in the papers for the establishment of a Travancore University.

Moved from the Chair and carried unanimously.

21. Whereas the teachers were grossly humiliated by the Government during the recent elections,

(a) by appointing them as watchers and watchers only.

(b) by classifying them along with menial servants, peons and attendants and

(c) by appointing Government employees of far inferior status as polling officers and clerks, this Conference places on record its emphatic protest against the injustice and requests the President, District Board and Chairmen, Municipal Councils to protect the District Board and Municipal Teachers from such degradation in the future elections.

Calicut, T. K. SUBRAMANIAM,
Dated 27th February, 1937. *Secretary.*

THE RAMNAD DISTRICT TEACHERS' GUILD

PROCEEDINGS OF THE MEETING HELD AT MANAMADURA 27—2—1937.

The second quarterly meeting of the Guild for the year 1936-37 was held on Saturday 27-2-37 in the O.V.C. High School Hall, Manamadura, with the President M. R. Ry. A. M. S. Raghavan, Avl., B.A. L.T., in the chair. 35 delegates representing Abiraman, Karaikudi, Manamadura, Pallatur, Paramakudi, Sivaganga and Tiruppatur attended the meeting. Mr. S. Natarajan, Journal Secretary of the S. I. T. U., was also present.

Owing to the unavoidable absence of the Headmaster, M. R. Ry. C. Viswanatha Iyer, Avl., B.A., L.T., the first assistant of the O.V.C. High School, welcomed the delegates. In his welcome address Mr. Viswanatha Iyer referred to the need for the reorganisation of Secondary Education, and hoped that under the new government the pay and prospects of teachers would improve.

The President, in the course of his opening remarks, stressed the need for developing what may be called a 'Guild-sense', for on the strength of the Guild and similar teachers' organisations depended the strength of the teachers. They now felt helpless because they felt only as individuals This must go, if the condition of teachers and education should improve.

Mr. S. Natarajan analysed the proposals of the Department for the reorganisation of Secondary Education. He strongly condemned the proposal to hold a public examination at the end of a Middle School course in order to pick out boys with an aptitude for literary studies. In the absence of technical or vocational institutions to cater to the needs of the large majority of pupils who cannot enter the Universities, it is doing a grave injury to the country to drive a large number of boys into the street, so to say, with nothing to do or hope for; for this would be the result of the newly-proposed scheme. Finally he exhorted the members of the teaching profession to join the Protection Fund in large numbers and extend a more generous support to the journals of the S.I.T.U.

RESOLUTIONS

1. **S. S. L. C. Examination Centres.**—In view of the serious inconveniences, such as unsuitable lodgings, unaccustomed food, unfamiliar surroundings, and absence of their own teachers to coach them up, pupils will be subject to, this Conference strongly urges the Educational authorities to go back to the old system of every shcool being its own centre, primarily in the interests of the examinees.

2. **Provident Fund Contributions.**—In view of the difficulty that teachers drawing low salaries may experience in contributing at the rate of two annas in the rupee, and the unwillingness or inability of managers of aided institutions to contribute at the enhanced rate of one anna, the Guild resolves that the Government alone be requested to increase its contribution to the Provident Fund from one-third to one-half of the amount to the credit of the teacher at the time of his retirement.

(Note.—This resolution is in supercession of the Guild's Resolution passed at the Ramnad Conference of the Guild.)

3. **District Secondary Education Boards.**—Inasmuch as District Secondary Education Boards do no useful work at present, the Guild is of opinion that the Government, as an alternative to the abolition of these Boards, might invest them with some real power and useful functions by making them statutory bodies.

4. **Secondary School Re-organisation.**—It was resolved to appoint a Committee consisting of the President, M. R. Ry. N. S. Venkatarama Iyer, Avl., of Karaikudi, and M. R. Ry. A. Subramania Iyer, Avl., of Manamadura, to analyse the re-organisation proposals of the Government when they receive them, and prepare a memorandum on the same, giving their suggestions for transmission to the S.I.T.U. and the Director of Public Instruction.

5. **Provincial Conference.**—The Guild resolves that the delegation fee of 8 annas each be paid by the Guild for 10 teachers who propose to attend the coming Provincial Educational Conference at Tanjore.

6. **The Inspectorate.**—While welcoming the appointment of Divisional Inspectors as a move in the right direction, this Guild is of opinion that the other parts of the Inspectorate should be reorganised with a view to greater economy, the Divisional Inspectors looking after Secondary Education and the District Educational Officers and the Deputy Inspectors concentrating on the advancement of free popular education.

7. **Railway Concession.**—It was resolved to request the Agent, S. I. R. to issue "Go-as-you-please tickets" during the months of May and June, as these are the only two months when teachers and pupils have long holidays; and further to request the Agent to allow the usual concession to bona-fide school pupils with reference to the "Go-as you please-tickets".

With a hearty vote of thanks to the Manager of the O.V.C. High School who played the host to the assembled delegates, the meeting came to a sclose at 9 p.m.

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EDUCATION NEWS

DO NOT DELAY IN MAKING RESERVATIONS FOR TOKYO

There has been a great response to the appeal that reservations be made right away. We suggest to those who have not yet chosen their tours that they do so immediately through the World Federation Office, so as to avoid confusion and to be assured of the best accommodations.

THE WORLD GOODWILL DAY BROADCAST

Will be held on the afternoon of May 18th from two to four o'clock, Eastern Standard Time, N.B.C The program will be under the direction of the World Federation and the Junior Red Cross. Several of the most outstanding leaders in the various nations will speak. President Roosevelt of the United States has been invited to deliver the closing address.

NEW MEMBER IN SIAM

The World Federation is very pleased to have the Ministry of Public Instruction of Siam as one of her new members. The application was accepted on December 17, 1937.

IN PARIS

From July 23rd to 31st, 1937, the International Federation of Teachers' Associations will hold their Conference in conjunction with the International Conference of Elementary Teaching and Popular Education in Paris. At the same time will be held the International Exhibition of 1937. Those educators, who may desire detailed information in regard to this important educational event may write to the headquarters of the I.F.T.A., 2, Rue de Montpensier (ler Arr.), Paris.

IN VIENNA

The school population of Vienna decreases permanently owing to the decrease in the birthrate. The enrolment which amounted to 250,000 children in 1910 sank to 139,172 in 1934 and to 132,295 in 1936-37. This represents an annual decrease of about 8,000 which involves the closing of about 220 classes annually. Hauptashulzeitung N, 8, October 1936—I.F.T.A.)

IN PALESTINE

Famous professors of Jewish descent from the various European countries have united in Palestine to make the University in Palestine one of the greatest seats of learning in the world. They are placing particular emphasis on the library which is to be open to people from all nations.

TEACHERS HELP IN FLOOD CRISIS

The worst floods in the history of the nation are surging over the valleys in the central region of the United States. Millions of people are homeless. Disease is taking heavy toll. Property losses run into the hundreds of millions. The Red Cross is doing its greatest work in this emergency—and again the teachers of the nation have come forward. Secretary Givens of the N.E.A. has commended the teachers of the flooded states, through their state, city and county superintendents for the sacrifices they are making and for the aid they are extending to millions.

NEWS FROM TOKYO

We are giving a few excerpts from a letter addressed to the Officers and Directors of the World Federation from the Secretary of the Japanese Education Association.

"We wish to call to your attention the fact that, while the Japanese Government has approved of this undertaking, and while the Minister of Education has actively aided it with subsidy, and while we appreciate greatly this aid on the part of the Government, the arrangements for this Conference are not being made by the Japanese Government but by the Japanese Education Association. Most of the funds raised for the Conference have come from individual and not government sources. A large number of financiers, business men and organizations in no way connected with the government are contributing the major part of the funds. We greatly desire to have it understood that this is not a government undertaking, and earnestly hope you will aid in making such a fact known.

"It should be further noted that this Conference is attracting widespread interest among Japanese busienss men, travel agents, hotel managers, and of course, educators—1,000 of whom have expressed their intention to attend. The number of delegates who are expected to attend will far surpass any single convention that has ever been held in Japan.

"Business men and many people interested in developing entertainment, housing, exhibitions, etc., commensurate with the desires of the visitors and renouned Japanese hospitality, have met constantly with the Executive Committee to see that nothing is omitted from the preparations, and to aid in the financial arrangements. This local interest in Tokyo is only a part of the almost national interest that has been evidenced, for all large cities are making preparations to welcome the delegation.

"Word has been received from Poland that the Government there will finance the sending of twenty-five leading Polish educators. In addition, they have asked for space in which they intend to present several small exhibitions on Polish art, culture, and education.

"Great interest is being shown on the part of India and China Both countries have assured us of a good representation. Asia never having been adequately represented before by large numbers, this news of course makes us feel very happy.

"Rumania and Columbia have expressed their intention to send a good representation and Czechoslovakia assures us of much interest among teachers.

"There is some concern within the Housing Committee over accommodations, due chiefly to the fact that people are slow in making reservations. If you are in a position to stimulate activity in this regard, it would be greatly appreciated. It being our great hope that everyone will enjoy his stay here, we are prepared to go to great lengths in making the necessary adjustments. But without knowing the plans of delegates and alarmed at the unforeseen increase in tourists, it becomes difficult. We beg, therefore, that you use your influence in bringing this matter to the attention of prospective delegates, that they may act early and get the type of accommodation they desire.

"The Governor of Tokyo Prefecture and the Mayor of Tokyo are both much interested in preparing suitable entertainment for the delegates. Even though the Prefectural and City Governments are constantly called upon to entertain visiting dignitaries, so much importance has been attached to the conference plans, that both are already preparing their respective programs for August.

TEACHERS' BOOK-SHELF

Question Time Series. Published by Messrs. Macmillan & Co., Ltd. 2d. each. 16 pages each. Book V. Pepper, Salt and Mustard ; Book VI. A Box of Matches; Book VII. A Cotton Frock; Book VIII. A cup of Cocoa.

A series of supplementary readers for children in the form of talks between two children and their uncle on common things. Its aim is to satisfy the instinct of inquiry. The four books here reviewed are the ones that are suitable for schools in India. The language is simple, the presentation interesting and the matter well-chosen. Test questions add to the usefulness of the series. The illustrations are quite informative.

C. S. R.

Hands and Feet. By Swithin Roberts. Published by Messrs. Macmillan & Co., Ltd. Price 2 sh.

An interesting detective tale. Dope in all its forms is the curse of Sand-I-Stan. The head of the police is determined to crush trade in the drug and finds his instrument is policeman Abd-el-Aziz, a modest, hardworking observant young man. The substantial profits make smuggling worthwhile if risky and the young detective has to be smart enough to book the effenders, who come from all sections of the cosmopolitan population and employ all sorts of subterfuges to cover the nefarious trade. The persistence of Aziz exposes them all. As a young man, he found that hands and feet deserve careful inspection if he is to be successful and it is the hands or feet of the smuggler that exposes him.

The language of the book is simple. The author does not attempt to create extraordnary situations requiring a Holmes or a Blake to solve impossible mysteries from the slightest of clues. His hero is the modest, faithful, none too intelligent Abd-el-Aziz.

C. S. R.

(Biology and Physics) Elementary Science. Book I. By H. Webb & M. A. Grigg. Published by Cambridge University Press, London. Price Limp cloth 2sh. 3d. Cloth bound. 2sh. 6d. (Represented by Messrs. Macmillan & Co., Ltd.)

This is the first book in a new series of three books which the authors have planned to write. The book before us consists of three sections. Section I—Air; Section II—Water; Section III—Living Things. The authors say in their preface that their object in writing the series is twofold (1) To stimulate the pupil to take an intelligent and when possible an active interest in all that goes around him and (2) to lighten the burden of the science teacher as much as possible and so enable him to carry out his work in a still more efficient manner.

The authors should be congratulated on their interesting treatment of the matter. No student using this book will fail to have his curiosity aroused. To give one instance, the section on water commences, with water supply in towns and the reader is then led to different sources of water, Hard and soft waters, filtering of water, taps and drain and thence to the question what is water? This

takes the reader to Hydrogen, its properties and to the ill-fated R-101. The pressure of water is then taken and submarines and how they move are then explained. They are then stimulated in finding the law of floatation and in applying it to the construction of floating vessels. The treatment is such as to arouse and sustain the interest of the pupils. Prof. H. Munro Fox, Professor of Zoology, University of Birmingham has written an introduction and in his words, for the pupil who uses this book " the lessons in school will be impressed and made much more interesting by the simply worded accounts given in narrative style."

The book is neatly printed and is copiously illustrated. Though it may not be used as a text-book in our Madras schools, our boys will derive much benefit from a perusal of this book. When the other parts are published these may form a complete course of general science.

Macmillan's New Story Readers. Price 4d. each. (Macmillan & Co., Ltd.)

There are six books in the series of animal and fairy stories. The design of the covers is attractive. The books themselves are good reading and will be suitable for library work in the III or the IV form in our schools. The style is racy and much interesting matter is attempted to be conveyed by description and dialogue. Exercises at the end of the book require short answers and enable the teacher to check the pupil's reading without much labour.

Tornacin in the Woods. Tornacin is a spoiled son, naughty, mischievous and careless. One night he dreams he is carried by his broken plate, tattered table-cloth and upset milk jug before the Queen of the Fairies, who sympathises with his childhood but sends him to a family of hedgehogs to learn to behave. The mother hedgehog teaches her children to find their food, to protect themselves against danger and to build their houses. Little Tornacin learns to behave. The very next morning there is noticed a welcome change in the child which the father thinks is due to his strictness.

The Isle of Birds gives the adventures of a small puffin, who is born in the Isle of Birds in the western sea. His mother tells him he is related to the great Auk; and being adventurous, he flies, when the summer comes, south and farther south till he meets the King of the Penguins, who directs him to go back north to the Inaccessible Island. There he finds the Great Auk and his wife. But even that place is not safe from man. Aeroplanes bring humans and the auks fly away to find fresh safety, while the puffin returns to his old Isle and chooses his mate.

Wigga, The Ear-Wig. A charming and instinctive little tale. The ear-wig is a garden insect and is considered a nuisance. Wigga is an inquisitive and audacious lady and she is the mate of a Ear—a gent. Their adventures and escapades are made to look almost human.

The Toy Elephant that was Late could not be taken by Father Christmas when he started on his journey across Europe; but the authorities provided him with a pair of wings and instructed fairies at stopping stations to get him chosen as a present. Disappointment faces him in two or three places; but Nicky, the son of the great surgeon, takes him. The elephant by now has a leg gone, its trunk waggles and a dent in the side does not let the machinery within work. But Nicky mends the leg nicely like a surgeon's son. And because of that, the toy is to be a great favourite even with his mother.

Eonin, the Fisherman's Son sees his mother and grandmother waiting in the kitchen for his father Seon, who has gone from Arran to Galway to fetch the

Protestant clergyman. A gale has arisen after Seon left. Eonin jumps down from the window of his room and goes to the beach to get news about his parent from a mermaid. A huge conger, a friend of his father, takes him to the mermaid's hall. And here he is kept since his father is to be allowed to live. But the rocks of Arran are searched for Eonin and the congers cannot live there. So, the conger takes him to the Great Seal of Skerdmore, and, learning the means of bringing him back to Arran, takes him to the mermaid's hall where Eonin sings a song they do not know. Eonin returns and is left on the rock he came to, the night before. And as he wakes up, he sees his father sailing in, in his boat. All natural —but the fairies and the mermaids make them appear so.

Padraicin, the Lobster is the sole survivor of the brood of eighteen thousand that his mother hatched. He grew strong and won his own pool in the beach by fighting a bigger opponent. One day, there dropped into that pool the scarlet leg of a lobster. This set him thinking. He was himself black. He seeks wise crabs for information including the wisest crab at the bottom of the sea. It is all ineffectual. He gets himself caught and then sees plenty of crabs on a slab, all scarlet, but dead! And when he escapes death by the merest accident, he settles down—to matrimony!

C. S. R.

Intermediate Chemisty. By T. M. Lowry, M.A., D.Sc., F.R.S., and A. C. Canell, B.A., B.Sc. Price 12s. 6d. Published by Messrs. Macmillan & Co., Ltd.

This book has the merit of combining in one volume many sections of Chemistry —Inorganic, Analytical, Physical and Organic Chemistry.

The subject matter is excellently arranged, with a wealth of diagrammatic illustration. The theoretical side includes the latest phases of development with suitable discussion and applications. An enquirer meets with many new and interesting facts.

The space devoted to the practical side under each section of Chemistry is noteworthy. Some new experiments suitable to the lecture table and the students' individual work are also found.

The book is very modern in all its aspects. The chapters on general theory and Inorganic Chemistry easily cover an entire science syllabus. The subject matter in the later chapters and the length of treatment are such as to suit a sabsidiary syllabus in Chemistry in the B.A., and B.Sc. courses of study.

A. V.

A School Course in Physics. (Theoretical and Practical). By T. S. Krishnamurthi Iyer. Publishers: Messrs. Longman's Green & Co., Ltd. Price Rs. 2.

This is an attractively got up book in Elementary Physics prepared in accordance with the Madras S.S.L.C. syllabus in Physics for those taking Physics as an optional subject, under Group C of the scheme. The treatment is quite good and it can also be used as a text book for practical physics as very comprehensive and detailed instructions are given for performing the several experiments. The explanations of the theoretical principles are given in very simple language. Questions given at the end of each chapter are such as will serve both to check the pupils' grasp of the subject and to stimulate further interest in the subject. We understand that the book has been approved by the Text Book Committee, Madras.

EDITORIAL

THE TANJORE CONFERENCE

The Provincial Educational Conference is proposed to be held in Tanjore on 6th May and the sessions will last till 8th. The working committee received a number of resolutions forwarded to it by the Reception Committee of the conference and found it extremely difficult to prepare the agenda as required by the rules. The resolutions which were sent to the Reception Committee after the date prescribed in the first instance were also sent to the office of the Union but the Working Committee had no opportunity of considering their urgency or otherwise. There were some important questions referred to the affiliated guilds for detailed study at the time of the last provincial educational conference. The report on Elementary education prepared by the District Teachers' Guild, Trichinopoly, which is published elsewhere in this issue is to come up for consideration and the recommendations of this guild have been placed for discussion at the conference in the form of a resolution by the working committee. The reports on the Reorganisation of Secondary Education received from the District Teachers' Guild, Coimbatore and the Madras Teachers' Guild have appeared in our columns already and a resolution containing the recommendations as finally decided by the working committee is tabled for discussion. At the present moment when a good deal of attention is devoted to the reorganisation of education, it is appropriate that the provincial educational conference should allot adequate time for the discussion of the different aspects of the problem. Among the resolutions received from several associations many relate to the several disabilities of teachers in elementary schools under Local Bodies and the memorandum of the working committee prepared for submission to the Director of Public Instruction, in pursuance of a resolution adopted at the Salem Conference, has dealt in detail with the points contained in the resolutions. It is unfortunate that teachers in aided elementary schools who are undoubtedly labouring under serious disabilities have not come forward to help the working committee with relevant information in the preparation of the memorandum. The memorandum on the disabilities of teachers is hence brought up for discussion solely with the object of enabling the teachers in Elementary schools to place their grievances before the conference in the form of amendments to the proposition. There may be no need to consider the resolutions on the Provident Fund for teachers in aided schools since a memorandum on this subject published elsewhere has been already submitted to the Director of Public Instruction. There is the vexed question of the G.O.

4619 ; and nothing is gained by moving resolutions again and again. The appeal for funds which was issued with the object of obtaining legal opinion has not met with an encouraging response and the new orders reported to have been passed by the Government calling upon the Presidents of District Boards to close the *uneconomic secondary schools* raises graver issues. How the question will be viewed by the District Boards is a matter for speculation. We suggest that a small committee of teachers in secondary schools under District Boards should study the whole question and bring up definite proposals. The resolutions that have been placed in the agenda by the working committee are still numerous and affiliated associations which alone are competent to suggest motions and amendments should study the resolutions and propose such amendments as may be necessary in time so that the Reception committee may place in the hands of delegates copies of resolutions along with amendments. It should be regarded as an exceptional thing to move a new amendment at the meeting of the Subjects committee. To suggest new amendments on the spot and on the spur of the moment is an abuse of the privilege since every delegate should be given sufficient time to think over the resolutions and amendments if he should exercise his vote honestly and intelligently.

28TH PROVINCIAL EDUCATIONAL CONFERENCE, TANJORE

Tanjore extends a hearty invitation to all teachers to attend the Conference and help to make it a great success.

Their Imperial Majesties King George VI and Queen Elizabeth, whose cornation will take place on the 12th May, '37.
(By courtesy of " The National Union of Teachers," England).